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ABSTRACT

Volume Two of the Missouri Staff Development Project for Employment Security Personnel contains appendices. A total of 30 appendices are presented, including (1) opinionnaires, (2) opinionnaire data, (3) an attitude instrument response report, (4) follow-up forms, (5) employer interview data, (6) trainee information, (7) training session programs, (8) final program evaluation forms, and (9) an analysis and summary of follow-up program evaluation interview data. (See CG 004 550) (Author/KJ)

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VOLUME II

APPENDICES

CG 004551

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MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

ED034233

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APPENDIX I

Proposal: Missouri Valley Staff Development Project for Employment Security Personnel

UNIVERSITY OF MISSOURI AT KANSAS CITY

PROPOSAL

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR
EMPLOYMENT SECURITY PERSONNEL

Submitted to
Missouri Department of Labor and
Industrial Relations

June, 1967

University of Missouri at Kansas City
Division for Continuing Education
Kansas City, Missouri

INTRODUCTION

Two years of close relationship with the Employment Service have provided a number of opportunities for formal and informal observation of its function and day-to-day operation and for interaction with personnel, both on and off the job. This contact has made it possible to view the Employment Service from a point difficult for its own personnel to obtain. From this experience, we have observed:

First -

The Employment Service is a team with considerable means, energies, and abilities which it exerts in a tremendous effort to accomplish the goal for which it was created -- the optimum development of human resources. This team is composed of many distinct individuals, each with a unique personality and ideas of where and how he fits into the team and how the team should function in order to make its goal a reality. These variant points of view and methods of approach to the common goal, combined with often unknown attitudes held by employers and clients concerning the function, operation, and ends of the Employment Service, produce situations which sometimes find team members striving to accomplish the same thing, but in such a way that they hinder one another.

Second -

Sympathetic understanding of the special duties, needs, responsibilities, and problems attached to each of the many team positions within the Employment Service must be fostered in a way designed to make Employment Service personnel aware that no job need nor can be done in isolation and that every job is vital to and inseparable from the team effort.

Third -

A special set of experiences could be combined to form an in-service training program capable of providing the opportunity for --

Employment Service personnel to take a fresh look from a different point of view at the various team components.

Employment Service personnel to find ways to increase cooperation in the direction of their efforts toward the accomplishment of their common goal.

Employment Service personnel to discover better ways to relate to and work with each other and with cients and employers.

PURPOSE

To involve Region VII Employment Service personnel in a training program of staff development experiences which will emphasize and enhance the special competencies and capabilities required for the newer and more comprehensive human resources mission of the Employment Service. Particular attention will be directed to staff relationships, the image of the Employment Service worker in the community, specialized techniques for working with cient groups, and special problems of the current client constituency.

PLAN

The staff development project will be carried out in three phases, as described on the following pages.

PHASE I

Field Investigation and Training Program Design

The project staff will devise procedures to gather information about staff attitudes, relationships, client and employer image of the Employment Service worker in the various states and cities of the Region. Examples of the information to be gathered are:

Interviewer Attitudes Concerning

Counselor's job

Placement worker's job

Clients

Employers

The job of the interviewer

Counselor Attitudes Concerning

Interviewers

Placement personnel

Clients

The job of the counselor

Placement Worker Attitudes Concerning

Interviewers

Counselors

Clients

Employers

The job of the placement worker

Client Attitudes Concerning

- Interviewers
- Counselors
- Placement Personnel
- The Employment Service

Employer Attitudes Concerning

- Counselors
- Interviewers
- Placement personnel
- Employment Service clients
- The job of the Employment Service

Procedures will be developed to discover information and attitudes which are facets of Employment Service staff interpersonal relationships which have bearing on the effective functioning of the Employment Service in accomplishing the goals of the Employment Service and the creation of the image of the Employment Service.

The image of the Employment Service held by employers and clients which, in part, determine the use each makes of the Employment Service and the respect they have for the Employment Service and its function.

From this information, an attempt will be made, with the help of selected Employment Service personnel, employers, and clients, to develop a set of experiences designed to aid the Employment Service staff in establishing better internal relationships, better communication concerning the duties and responsibilities of various staff personnel and positions, the creation of better methods of serving employers and clients, and methods for the development of a better image for the Employment Service in the total community.

This information will be incorporated in the planning of the staff development training program.

PHASE II

Conduct of Staff Development Seminars

Four two-week programs will be scheduled for Kansas City and/or other settings particularly selected to further and to enhance the training objectives. Each two-week program will involve fifteen Employment Security personnel. It is planned that training participants will be assigned to each session in such a manner as to insure that interviewers, counselors, and placement workers will be proportionately represented.

The training experiences will include lectures, small group explorations, employer round tables, independent study, and training staff guidance sessions and problem-solving seminars. The content of these training experiences will be determined, in part, by the information obtained from the activities in Phase I and guidance provided by the Advisory Committee. However, it may be anticipated that the programs will incorporate the following:

Seminars designed to

- develop a more complete and sympathetic understanding of the requirements of the various jobs in the Employment Service -- for example -- attempts will be made to foster among interviewers, counselors, and placement personnel a better understanding of the duties and responsibilities each must face in his job.

- acquaint personnel with client attitudes toward and reaction to his contact with the Employment Service.

- facilitate the free exchange of ideas concerning successful solutions to client problems.

Round tables to

- allow employers to express their opinion of how the Employment Service can better meet the needs of the business and industrial community.

- provide the opportunity for personnel to interchange ideas with employers concerning the function of the Employment Service as seen by each.

- enable employers to communicate directly and candidly with Employment Service personnel.

Small group exploration structured to

- promote better human relations between office personnel.

- sensitize personnel to client feelings and attitudes.

- help personnel to create better interpersonal relationships with clients.

Lectures containing information pertinent to

- new developments and trends in business and industry.

- improvement of service to clients.

- the development of a new image for the Employment Service.

University personnel, Employment Service consultants, selected employers, and representative clients will be involved appropriately in specialized segments of the two-week experience.

PHASE III

Regional Reaction and Feedback

This final phase of the staff development effort will be concerned with a systematic check-back with Employment Service personnel who have participated in the staff development program.

Project staff will endeavor to assess the effect of the training experience on individual program participants following their return to the Employment Office situation.

Particular attention will be directed to

1. Staff relationships - quality of interaction
   - effectiveness of communication
2. Utilization of sensitivity techniques
3. Approaches to special client groups and interests
   - disadvantaged clients
   - minority group members

All of these will be reviewed in the light of the Employment Service concern for good human resources development.

PROPOSED TIME SCHEDULE

PHASE I	Field Investigation and Program Development September, October, November, December
PHASE II	Conduct of Staff Development Seminars January, February, March, April
PHASE III	Reaction and Report May, June, July, August

ADVISORY COMMITTEE

An Advisory Committee will be organized to work with the project staff in the creation and conduct of the Employment Service staff development experiences. The committee will be composed of:

Regional Supervisor of Counseling

Regional Counseling Consultant

Employment Service Personnel (Interviewers, Counselors, and Placement Workers)

University Personnel

APPENDIX II

Project Staff Roster

PROJECT STAFF

Jane B. Berry, Ed.D.	Project Consultant
Kenneth K. Kern	Project Coordinator
Charles J. O'Leary	Project Training Assistant
Wayman E. Malotte	Project Training Assistant
June Weigand*	Project Training Assistant
Mary Ellen Burke	Project Secretary
Ekaterina Zaloz*	Project Secretary
Larraine Pennington	Coding Clerk
Janice Ann Roll	Coding Clerk
Dominic Aldon Ferrara	Coding Clerk

---

*Resigned for personal reasons.

APPENDIX III

Advisory Committee Members

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR EMPLOYMENT SECURITY PERSONNEL
ADVISORY COMMITTEE

Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri -
Kansas City

Mr. Fred Featherstone
Employment Service Advisor
Bureau of Employment Security
Region VII
Kansas City, Missouri

Mr. Fred Graham
Chief, Employment Counseling
Missouri Division of Employment
Security
Jefferson City, Missouri

Mrs. Yvonne Karbowski
Field Supervisor
Nebraska Department of Labor
Omaha, Nebraska

Dr. William A. Lewis
Associate Professor, Education
University of Missouri -
Kansas City

Mr. George Neerman, Manager
Kansas State Employment Service
Kansas City, Kansas

Mr. Art Roehlke
Counseling Supervisor
Counseling Department
University of Missouri -
Columbia

Mr. Keith Schroeder
Chief, Training Department
Employment Security Commission
Des Moines, Iowa

Miss Anita Dolan (alternate)
Training Technician
Employment Security Commission
Des Moines, Iowa

Mr. Robert Wasson
Chief, Technical Services
Kansas Employment Security
Division
Topeka, Kansas

Mr. Tom Youngworth
Employment Service Advisor
Bureau of Employment Security
Region VII
Kansas City, Missouri

APPENDIX IV

Tentative Opinionnaire

OPINIONNAIRE

1. Sex

_____Male

_____Female

2. Age_____

3. Marital Status

_____Single

_____Married

_____Divorced

_____Other

4. Educational Attainment

_____High School Graduate

_____Some college

_____B.A. or B.S. Degree

_____Some graduate work

_____M.A. or M.S. Degree

_____Some post-graduate work

5. What positions have you held with the U.S. Employment Service? Please list below, beginning with your present position, the positions you have held and the length of time each position was held.

______________________________	______	______
	Years	Months
______________________________	______	______
______________________________	______	______

6. What is the most important function of your present position?

____

____

____

7. What is the least important function of your present position?

____

____

____

8. Please write a brief job description of the following positions:

Receptionist or Monitor______________________________

____

____

Placement Technician______________________________

____

____

Counselor______________________________

____

____

9. Do any of these positions overlap or have duplications in their duties? If so, please indicate what these duplications or overlaps are.

____

____

____

10. Please rank the following positions in order of amount of work required (1 indicating most work, 3 indicating least work).

______Counselor

______Placement Technician

______Receptionist or Monitor

11. Please rank the following positions in order of importance of service to job applicants (1 indicating most important, 3 indicating least important).

______Receptionist or Monitor

______Counselor

______Placement Technician

12. Which of the following positions would you most like to hold?

______Placement Technician

______Receptionist or Monitor

______Counselor

13. Do you feel that extra privileges are granted to Counselors, Receptionists or Monitors, or Placement Technicians?

______No

______Yes If yes, which position?______________________

What type of privileges?______________________

____

____

____

14. Do you believe that your superiors give equal treatment to Placement Technicians, Counselors, and Receptionists or Monitors?

_____Yes

_____No If no, which position is afforded the best treatment?

____

Please explain.______________________________

____

____

15. What do you like most about your position?

16. What do you like least about your position?

17. If you could make any change(s) you wished in the way you do your position, what would you do different?

18. What are the most difficult problems you face in your present position?

19. Can Placement Technicians, Receptionists or Monitors, and Counselors best meet job applicants needs by operating

_____as independently as possible

_____as an integrated team

20. From whom do you receive the best cooperation in working with job applicants?

_____Placement Technicians

_____Receptionists or Monitors

_____Counselors

What kind of cooperation do you receive?________________________________

____

____

21. From whom do you receive the least cooperation in working with job applicants?

______Counselors

______Placement Technicians

______Receptionists or Monitors

What kind of cooperation do you desire?________________________________

____

____

22. Should there be more staff meetings?

______Yes

______No

23. Should staff meetings involve

______Only persons in like positions (all Counselors in one staff meeting, all Placement Technicians in another, etc.)

______Counselors, Placement Technicians, and Receptionists or Monitors meeting together.

______Other (Please specify).

24. What topics should be discussed at staff meetings?

25. What type(s) of job applicants are easiest to serve?

Why?

26. What type(s) of job applicants are hardest to serve?

Why?

27. In general, do you feel job applicants are happy with the service they receive from the U.S. Employment Service?

______Yes Why?____

____

____

______No Why?____

____

____

28. What is your biggest problem in dealing with employers?

29. How could the Employment Service develop a better working relationship with employers?

30. How could the Employment Service persuade more employers to list job openings with the Employment Service?

31. If you could make any change(s) you wished in the operation of the Employment Service, what would you do different?

32. Is the present public image of the Employment Service

______Favorable Why?______________________________

____

____

______Unfavorable Why?______________________________

____

____

33. How could the Employment Service develop a better public image?

APPENDIX V

Report of Pilot Investigation
of Employment Service Personnel
Attitude Measuring Instrument

REPORT OF PILOT INVESTIGATION OF EMPLOYMENT SERVICE PERSONNEL ATTITUDE MEASURING INSTRUMENT

Conducted by
Missouri Valley Staff Development Project
for Employment Security Personnel

Consistent with the goal of attempting to provide the Employment Service team with a training program that would aid them in the goal of Employment Service--the optimum development of human resources--a pilot investigation of an employee attitude measuring device was carried out.

The final goal of the "Opinionnaire" is that of determining the attitudes of the individuals occupying Receptionist-Monitor, Placement Technician, and Counselor positions in regard to: (a) their own duties, (b) the duties of other Employment Service personnel, (c) the organization of Employment Service, (d) clients, and (e) employers. Without this information an attempt at any training program consistent with the objectives of the project would be futile.

A pilot investigation was carried out for the purposes of: (a) modification and revision of the instrument, (b) development of coding and analysis systems, and (c) obtaining a glimpse at what might be expected in terms of future data.

Fifteen Employment Service employees, designated by the Office Manager as being available for research purposes, constituted the population for the pilot study. The 15 individuals consisted of three Receptionist-Monitors, eight Placement Technicians, and four Counselors.

As this limited number of individuals may affect the results, it should be kept in mind throughout the report. However, the congruency between the experiences of the project's director and the data obtained suggests validity of results.

During office hours the individuals were approached, informed of the project, and asked to aid the researchers by answering the "Opinionnaire." Within several days after the "Opinionnaire" had been filled out, the researchers interviewed each individual. The individuals were informed that information gained from the "Opinionnaire" and subsequent interviews would not be used in a manner that would make it possible for anyone to be identified as an individual.

POST-OPINIONNAIRE INTERVIEW

The post-opinionnaire interview was concerned primarily with: (a) modification and revision of the instrument, and (b) development of coding and analysis systems. Each individual was asked questions regarding: (a) length, (b) difficulty, (c) comprehensiveness, and (d) phraseology of the instrument. In all cases, reponses suggested that the length of the instrument and the effort required to answer the questions was not too great. In only one instance was a response encountered that suggested inadequacy of comprehensivess. The question suggested was in regard to whether the individual was planning on, or had made a career of employment within Employment Service. After due consideration, it was decided that this question could be handled most effectively in interviewing. The phraseology of the instrument was questioned in only one instance and, therefore, was considered to be sufficiently clear.

The secondary objective of the interview was to obtain auxiliary data that would aid in discovering weak spots in the "Opinionnaire," as well as developing the coding and analysis systems. This data indicated that expansion of the 'Opinionnaire' in regard to: (a) specific location of the individual in organizational structure, (b) positional privileges being viewed as justified or not justified, and (c) teamwork at the division level was warranted. Direct communication with the individuals aided in the development of the coding and analysis system by allowing individual differences to be explored, and cross comparisons of information to be made.

Emergent categories were used to develop coding and analysis systems after careful consideration of all available data. The coding and analysis systems appears, at the present time, to be useful across positional boundaries and in terms of the objectives of the project.

OPINIONNAIRE

The data obtained in this pilot investigation will be presented in four sections for purposes of analysis. These sections will be: (a) Receptionist-Monitor Position Data Analysis, (b) Placement Technician Position Data Analysis, (c) Counselor Position Data Analysis, and (d) Overall Data Analysis.

RECEPTIONIST-MONITOR POSITION DATA ANALYSIS

Analysis of the data obtained from individuals occupying the Receptionist-Monitor position indicate that they view their role as one of routing applicants and aiding in concurrent paperwork. A role which they considered menial in terms of time and effort expended, and importance when compared with the duties performed by the other positions.

It should be noted that two of the three Receptionist-Monitors indicated they would prefer to hold the position of Placement Technician. While all three respondents perceived the Counseling position as privileged, they still viewed it as a position of lesser importance than that of the Placement Technician.

Individuals holding Receptionist-Monitor positions indicated that the greatest cooperation received was from the individuals in the Placement position and the least from that of the Counselors. They stated they did not feel as though staff meetings should be increased in number, but, if they were, that all positions should be represented.

PLACEMENT TECHNICIAN DATA ANALYSIS

Placement Technicians indicated that they view their role as encompassing all aspects of service afforded clients except for routing. They view placement as their primary function. They consider their duties to be equal to, if not greater than, those of the Counseling positions in terms of time and effort expended, and greater than the Counseling position in terms of importance to the operation. Consistent with the feelings of importance, all respondents indicated that, given a choice, they would prefer to hold the Placement Technician position. This preference should be noted as withstanding even with the statement by five of the eight individuals that the Counseling position was privileged.

Placement Technicians indicated that they received the best cooperation from those occupying the Counseling position. Placement Technicians indicated a desire for more staff meetings, and suggested staff meetings consisting of all positions would be advantageous.

Suggested topics were those of public relations, employee relations, and inter-division relations.

COUNSELING POSITION DATA ANALYSIS

Counselors indicated that they view their role as consisting of routing, placement, and counseling; with counseling being the most important and enjoyable duty performed. Those occupying Counseling positions view themselves as expending more time and effort, and performing more important functions than those in the other positions.

The Counselors indicated that their best cooperation was received from those within their own position, and that the least cooperation was received from Placement Technicians. It was indicated that more staff meetings would be advantageous with all positions represented. It is interesting to note that the Counselors did not recognize a need for employee relations or public relations as topics for the staff meetings, but recognized the need for inter-division relations to be considered.

OVERALL DATA ANALYSIS

In looking at the "total picture," it is interesting to note that all respondents indicated that they felt that the ends sought could best be reached through team effort, rather than an operation of independent elements. However, comments, both written and spoken, and responses in regard to: (a) communication and cooperation, and (b) most difficult problem in carrying out functions of the position indicate that the majority of the individuals feel that rather than operating as a team the reverse is often true. The reasons for this appear to be diverse. Analysis indicates that the blame for this is attributed to personnel behavior, immediate supervisory behavior, and/or distant management behavior. However, there appears to be little response from the individuals as to how these problems might be overcome.

Of prime consideration in dealing with the lack of teamwork and related perceptions is what appears, from the preliminary data, to be non-conception and/or misconception on the part of employees as to the duties and/or functions of those in positions other than their own. This is pointed up by the lack of consistency of job descriptions, rank ordering of the positions in terms of time and effort, and importance; and statements of overlap or duplication of duties and cooperation received.

The public image of Employment Service as perceived by the employees is also of prime importance. Of the 15 individuals used in this pilot investigation, only two indicated that they felt that the public viewed the organization from a favorable position. Contrary to what might be expected, guilt by association was not considered to be the prime reason for this perceived image. Only one individual indicated that the unfavorable image was a result of being viewed as a government agency. It was further noted that change in service was perceived as being a prime factor in changing the unfavorable public image.

The above factor coupled with an unclear conception of whether the clients were pleased with the service received would appear to go far in explaining what was referred to by several respondents as a low morale among the employees.

APPENDIX VI

Opinionnaire

OPINIONNAIRE

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR
EMPLOYMENT SECURITY PERSONNEL

Conducted by
the Division for Continuing Education
University of Missouri-Kansas City

1. Sex

   _____ Male

   _____ Female

2. Age _____

3. Marital Status

   _____ Single

   _____ Married

   _____ Divorced

   _____ Other

4. Educational Attainment

   _____ High School Graduate

   _____ Some College

   _____ B.A. or B.S. Degree

   _____ Some Graduate Work

   _____ M.A. or M.S. Degree

   _____ Some Post-graduate Work

5. Your present position with the Employment Service is:

_____ Receptionist _____ Counselor _____ Placement Technician

Division ________________

6. Beginning with your present position, please list below the assignments you have held with the Employment Service.

______________________________	______	______
______________________________	______	______
______________________________	______	______
	Years	Months

7. What is the most important function of your present position?

____

____

____

8. What is the least important function of your present position?

____

____

____

9. Please write a brief job description of the following positions:

Receptionist or Monitor ________________________

____

____

Placement Technician ________________________

____

____

Counselor ____

____

____

10. Do any of these positions overlap or have duplications in their duties? _____

If so, please indicate what these duplications or overlaps are.

____

____

____

11. Please rank the following positions in order of time and effort expended to assist job applicants or clients (1 indicating most time and effort, 3 indicating least time and effort).

_____ Counselor _____ Placement Technician _____ Receptionist or Monitor

12. Please rank the following positions in order of importance of service to job applicants or clients (1 indicating most important, 3 indicating least important).

_____ Receptionist or Monitor _____ Counselor _____ Placement Technician

13. Which of the following positions would _you_ most like to hold?

_____ Placement Technician _____ Receptionist or Monitor _____ Counselor

14. Do you feel that extra privileges are granted to Counselors, Receptionists or Monitors, or Placement Technicians?

_____ No

_____ Yes If yes, which position? ______________________________

What type of privileges? ______________________________

____

____

Are these privileges justified? ________________________________

____

____

15. Do you believe that your superiors give equal treatment to Placement Technicians, Counselors, and Receptionists or Monitors?

_____ Yes

_____ No   If no, which position is afforded the best treatment?

____

Please explain ________________________________

____

____

16. What do you like most about your position?

17. What do you like least about your position?

18. If you could make any change(s) you wished in the duties of your present position, what would you do differently?

19. What are the most difficult problems you face in your present position?

20. Can Placement Technicians, Receptionists or Monitors, and Counselors best meet the needs of job applicants or clients by operating

_____ as independently as possible

_____ as an integrated team

21. From whom do you receive the best cooperation in working with job applicants or clients?

_____ Placement Technicians _____ Receptionists or Monitors _____ Counselors

What kind of cooperation do you receive? ______________________________

____

____

22. From whom do you receive the least cooperation in working with job applicants or clients?

_____ Counselors _____ Placement Technicians _____ Receptionists or Monitors

What kind of cooperation do you desire?____________________________________

____

____

23. Does your division operate as a team?_____Yes

_____No

24. Should there be more staff meetings? _____Yes

_____No

25. Staff meetings should involve

_____Only persons in like positions (all Counselors in one staff meeting, all Placement Technicians in another, etc.).

_____Counselors, Placement Technicians, and Receptionists or Monitors meeting together.

_____Other (Please specify).

26. What topics should be discussed at staff meetings?

27. What type(s) of job applicants or clients are easiest to serve?

Why?

28. What type(s) of job applicants or clients are hardest to serve?

Why?

29. In general, do you feel job applicants or clients are happy with the service they receive from the Employment Service?

____Yes Why?____

____

____

____No Why?____

____

____

30. What is your biggest problem in dealing with employers?

31. How could the Employment Service develop a better working relationshi! with employers?

32. How could the Employment Service persuade more employers to list job openings with the Employment Service?

33. If you could make any change(s) you wished in the operation of the Employment Service, what would you do differently?

34. Is the present public image of the Employment Service

_____ Favorable Why? ________________________________

____

____

_____ Unfavorable Why? ________________________________

____

____

35. How could the Employment Service develop a better public image?

APPENDIX VII

Attitude Instrument Response Report

ATTITUDE INSTRUMENT RESPONSE REPORT

27 November 1967

			Mailed by Category			Total Returned		Re
State	Date Mailed	Total Mailed	R-M	C	P.T.	No.	%	R-
Iowa	17 October	171	34	31	106	115	67	2
Kansas	16 October	250	48	40	162	209	84	3
Missouri	23 October	409	62	107	240	273	67	2
Nebraska	8 November	141	23	25	93	128	91	1
North Dakota	23 October	64	12	13	39	41	64	
South Dakota	20 October	99	11	14	74	88	89	1
						6*		
TOTALS		1,134	190	230	714	860	76	12

*No State Identification

RESPONSE REPORT

1967

tal Returned		Returns by Category			Not in Sample	Total Usable Returns	
.	%	R-M	C	P.T.		No.	%
5	67	22	19	66	8	107	63
9	84	37	33	88	51	158	63
3	67	24	70	145	34	239	58
8	91	19	25	54	30	98	70
1	64	8	8	17	8	33	52
8	89	11	14	35	28	60	67
6*							
0	76	121	169	405	159	695	61

APPENDIX VIII

Opinionnaire Data

1. Position Numerical Data
2. Full Numerical Data

APPENDIX VIII

Opinionnaire Data: Position Numerical Data

Data About Personnel

Placement - Interviewers

I Data About Personnel

Placement-Interviewers

1. Sex

Male	271
Female	139

2. Age

20-29	19
30-39	68
40-49	109
50-59	136
60 +	57
Uncodeable	0
No Answer	21

3. Marital Status

Single	50
Married	323
Divorced	20
Other	16
Uncodeable	0
No Answer	1

4. Educational Attainment

High School Diploma	106
Some College	193
B.A. - B.S. Degree	73
Some Graduate Work	29
M.A. Degree	9
Uncodeable	0
No Answer	0

6. Number of Years With The Employment Service

1 - 4	89
5 - 9	94
10 -14	99
15 -19	54
20 -24	17
25 -29	22
30 -+	27
Uncodeable	1
No Answer	7

II Attitudes Toward Own Duties

Placement-Interviewers

	R	P	C	Pw	O	Mp	None	UC	NA
7. Most Important Function	10	348	3	11	68	8		10	2
8. Least Important Function	10	10	2	199	72		66	17	29
16. Like Most About Position	2	223	14	1	100	122		10	2
17. Dislike About Position	2	21	2	174	199		25	10	13

18. Change in Duties

None 72

Away With:	
Routing	1
Placement	2
Counseling	1
Paperwork	77
Meeting Public	6
Other	51
Uncodeable	27
No Answer	23

Insert:	
Education	3
Closer Contact with Employers	34
Closer Contact with Other Employees	1
Increased Paperwork	5
Other	131
Uncodeable	19
No Answer	14

Placement-Interviewers

19. Most Difficult Problems

Communication	12
Cooperation	5
Job Specific	283
Management	14
Other	0
Uncodeable	8
No Answer	10
None	27

III Attitudes Toward Duties of Other Positions

Placement-Interviewers

9. Job Description

		R	P	C
Routing		334	41	21
Placement		6	347	19
Counseling		1	32	347
Paperwork		143	77	5
Public Relations		20	32	1
Other		31	46	13
Uncodeable		5	3	11
No Answer		21	4	27
11. T&E	1	5	244	117
UC 43	2	54	134	185
NA 6	3	325	5	58
12. Importance	1	18	314	29
UC 67	2	65	46	256
NA 13		286	5	84
13. Preference		2	324	61
UC 4				
NA 1				

Placement-Interviewers

14. Privileges

		Position		Type		Merit	
No	281	R	9	Education	38	J	36
		P	1	Pay	19	NJ	68
Yes	96	C	118	Other	88		
UC	0	UC	1	UC	0	UC	8
NA	2	NA	2	NA	0	NA	2

15. Equal Treatment

		Defferential Treatment		Merit	
Yes	319	R	9	J	6
No	74	P	8	NJ	50
		C	54		
UC	2	UC	3	UC	12
NA	1	NA	3	NA	14

IV Attitudes Toward Communication Within the Structure of the Employment Service

Placement-Interviewers

10. Position Overlap and Duplication

Yes	271
No	107
Uncodeable	3
No Answer	9

With	
Receptionists	80
Placement-Interviewers	221
Counselors	216
Other	5
Uncodeable	39
No Answer	5

21. a. Best Cooperation

Receptionists	80
Placement-Interviewers	174
Counselors	69
All	76
Uncodeable	9
No Answer	28

b. Cooperation Received

Routing	19
Placement	101
Counseling	24
Paperwork	16
Other	42
Uncodeable	122
No Answer	25

Placement-Interviewers

22. a. Least Cooperation

Receptionists	56
Placement-Interviewers	31
Counselors	119
None	60
Uncodeable	14
No Answer	62

b. Cooperation Desired

Routing	21
Placement	21
Counseling	31
Paperwork	20
Other	72
Uncodeable	50
No Answer	32

20. Suggested Operation

Independently	5
As a Team	399
Uncodeable	0
No Answer	3

23. Operation as a Team

Yes	358
No	31
Uncodeable	4
No Answer	5

Placement-Interviewers

24. Staff Meeting Increase

Yes	181
No	202
Uncodeable	4
No Answer	4

25. Staff Meeting Attendance

Positions Separate	34
All Positions Together	328
Other	58
Uncodeable	3
No Answer	2

26. Staff Meeting Topics

Training	154
New Procedures	167
Public Relations	15
Employee Relations	102
Interdivision Relations	44
Other	143
Uncodeable	18
No Answer	8

2

V Attitudes Toward Organization and Practices of the Employment Service

Placement-Interviewers

33. Changes in Operation of Employment Service

None	23
Cooperation	13
Communication	29
Personnel Behavior	20
Management Behavior	93
Physical Changes	62
Paperwork Changes	84
Other	149
Uncodeable	23
No Answer	22

Placement-Interviewers

34. a. Image of Employment Service

b. Reason	Favorable 162	Unfavorable 145
Government Agency	2	27
Service	79	23
Employer-Employment Service Relations	34	7
Applicants-Employment Service Relations	26	8
Applicants	2	21
Other	34	79
Uncodeable	52	16
No Answer	28	8

35. Way to Improve Image

Nothing	1
Education	112
Service	88
Personnel Relations	14
Personnel Behaviors: Employer, Applicant	48
Change Unemployment Image	25
Physical Changes	24
Public Relations	158
Other	85
Uncodeable	18
No Answer	22

VI Attitudes Toward Clients

Placement-Interviewers

	S&E	Age	Sex	Race	Att.	O	UC	NA
27. Applicants Easy to Serve	271	32	9	2	135	100	11	5
28. Applicants Hard to Serve	245	79	13	4	147	164	6	3

	Demand	Att. of E	Att. of C	O	UC	NA
27. Reason Easy	137	50	131	56	13	29
28. Reason Hard	78	87	160	85	14	23

29. Applicants Happy

	Yes	No
	274	65
b. Reason		
Job	92	19
Employer-Applicant Relations	3	4
Employment Service-Applicant Relations	146	15
Other	56	29
Uncodeable	38	9
No Answer	8	2

VII Attitudes Toward Employers

Placement-Interviewers

30. Biggest Problem with Employers

None	34
Employment Service Personnel	8
Applicants	51
Unreasonable Specifications	139
Desired Speed	19
Past Image	23
Other	171
Uncodeable	7
No Answer	7

31. Development of Better Employment Service-Employer Relations

Employment Service Personnel	44
Applicants	49
Speed	18
Desired Specifications	14
Image	7
Public Relations	186
Other	134
Uncodeable	18
No Answer	9

Placement-Interviewers

32. Way to increase Listings

Closer Cooperation with Employers	236
Greater Range of Applicants	30
Speed of Service	25
Better General Image	61
Other	127
Uncodeable	19
No Answer	13

Data About Personnel

Receptionists

I Data About Personnel

Receptionists

1. Sex

Male	6
Female	109

2. Age

20-29	33
30-39	12
40-49	37
50-59	23
60-+	10
Uncodeable	0
No Answer	0

3. Marital Status

Single	16
Married	84
Divorced	7
Other	8
Uncodeable	0
No Answer	0

4. Educational Attainment

High School Diploma	53
Some College	56
B.A. - B.S. Degree	4
Some Graduate Work	2
M.A. Degree	0
Uncodeable	0
No Answer	0

6. Number Of Years With The Employment Service

1 - 4	37
5 - 9	29
10 -14	24
15 -19	13
20 -24	5
25 -29	4
30 -+	2
Uncodeable	1
No Answer	1

II Attitudes Toward Own Duties

Receptionists

	R	P	C	Pw	O	Mp	None	UC	NA
7. Most Important Function	47	11	1	48	13	30		5	1
8. Least Important Function	5	6	0	47	19		21	7	13
16. Like Most About Position	9	18	3	28	30	68		9	1
17. Dislike About Position	1	3	0	48	47		10	8	2

18. Change In Duties

None 0

Away With:	
Routing	0
Placement	1
Counseling	0
Paperwork	23
Meeting Public	1
Other	9
Uncodeable	11
No Answer	7

Insert:	
Education	0
Closer Contact with Employers	0
Closer Contact with Other Employees	1
Increased Paperwork	7
Other	27
Uncodeable	9
No Answer	7

Receptionists

19. Most Difficult Problems

None	17
Communication	13
Cooperation	7
Job Specific	64
Management	1
Other	10
Uncodeable	4
No Answer	7

III Attitudes Toward Duties of Other Positions

Receptionists

9. Job Description

		R	P	C
Routing		95	6	3
Placement		3	89	1
Counseling		0	0	94
Paperwork		54	9	1
Public Relations		20	5	1
Other		8	4	1
Uncodeable		1	6	4
No Answer		2	14	15
11. T & E	1	12	51	38
UC 37	2	19	47	35
NA 7	3	70	1	28
12. Importance	1	24	53	21
UC 43	2	18	40	40
NA 7	3	57	4	37
13. Preference		54	44	17
UC 1				
NA 0				

Receptionists

14. Privileges

		Position		Type		Merit	
No	90	R	2	Education	7	J	16
		P	3	Pay	2	NJ	13
Yes	23	C	18	Other	15		
UC	1	UC	1	UC	0	UC	2
NA	1	NA	1	NA	0	NA	0

15. Equal Treatment

		Defferential Treatment		Merit	
Yes	89	R	1	J	2
No	16	P	4	NJ	8
		C	7		
UC	0	UC	2	UC	3
NA	1	NA	0	NA	1

IV Attitudes Toward Communication Within the Structure of the Employment Service

Receptionists

10. Position Overlap and Duplication

Yes	56
No	42
Uncodeable	3
No Answer	13

With	
Receptionists	24
Placement Technicians	49
Counselors	44
Other	2
Uncodeable	13
No Answer	8

21. a. Best Cooperation

Receptionist	1
Placement Technicians	59
Counselors	16
All	26
Uncodeable	3
No Answer	14

b. Cooperation Received

Routing	4
Placement	10
Counseling	12
Paperwork	6
Other	17
Uncodeable	41
No Answer	10

Receptionists

22. a. Least Cooperation

Receptionist	2
Placement Technicians	14
Counselors	31
None	19
Uncodeable	7
No Answer	44

b. Cooperation Desired

Routing	0
Placement	6
Counseling	6
Paperwork	7
Other	20
Uncodeable	49
No Answer	36

20. Suggested Operation

Independently	3
As a Team	112
Uncodeable	0
No Answer	0

27 Operation as a Team

Yes	98
No	15
Uncodeable	1
No Answer	0

Receptionists

24. Staff Meeting Increase

Yes	53
No	57
Uncodeable	4
No Answer	1

25. Staff Meeting Attendance

Positions Separate	5
All Positions Together	95
Other	16
Uncodeable	2
No Answer	0

26. Staff Meeting Topics

Training	20
New Procedures	61
Public Relations	9
Employee Relations	29
Interdivision Relations	22
Other	25
Uncodeable	6
No Answer	8

V Attitudes Toward Organization and Practices of the Employment Service

Receptionists

33. Changes in Operation of Employment Service

None	10
Cooperation	11
Communication	12
Personnel Behavior	8
Management Behavior	15
Physical Changes	20
Paperwork Changes	25
Other	13
Uncodeable	12
No Answer	16

Receptionists

34. a. Image of Employment Service

	Favorable	Unfavorable
	54	23
b. Reason		
Government Agency	1	1
Service	34	7
Employer-Employment Service Relations	11	7
Applicants-Employment Service Relations	15	5
Applicants	2	2
Other	4	4
Uncodeable	20	11
No Answer	13	6

35. Way to Improve Image

Nothing	
Education	2
Service	14
Personnel Relations	23
Personnel Behaviors: Employer, Applicant	6
Change Unemployment Image	14
Physical Changes	2
Public Relations	9
Other	
Uncodeable	12
No Answer	15

VI Attitudes Toward Clients

Receptionists

	S&E	Age	Sex	Race	Att.	O	UC	NA
27. Applicants Easy to Serve	63	25	5	0	31	17	3	9
28. Applicants Hard to Serve	51	28	4	1	30	34	4	9

	Demand	Att. of E	Att. of C	O	UC	NA
27. Reason Easy	22	9	49	14	5	16
28. Reason Hard	19	20	55	18	7	7

29. Applicants Happy

	Yes	No
	94	15
b. Reason		
Job	21	4
Employer-Applicant Relations	3	0
Employment Service-Applicant Relations	35	10
Other	7	5
Uncodeable	23	2
No Answer	7	1

VII Attitudes Toward Employers

Receptionists

30. Biggest Problem with Employers

None	19
Employment Service Personnel	1
Applicants	12
Unreasonable Specifications	16
Desired Speed	10
Past Image	4
Other	23
Uncodeable	21
No Answer	6

31. Development of Better Employment Service-Employer Relations

Employment Service Personnel	5
Applicants	16
Speed	6
Desired Specifications	9
Image	2
Public Relations	42
Other	18
Uncodeable	16
No Answer	9

Receptionists

32. Way to Increase Listings

Closer Cooperation with Employers	51
Greater Range of Applicants	3
Speed of Service	9
Better General Image	19
Other	23
Uncodeable	9
No Answer	16

Data About Personnel

Counselors

I Data About Personnel

Counselors

1. Sex

Male	107
Female	62

2. Age

20-29	43
30-39	47
40-49	30
50-59	38
60-+	7
Uncodeable	0
No Answer	4

3. Marital Status

Single	30
Married	118
Divorced	12
Other	9
Uncodeable	0
No Answer	0

4. Educational Attainment

High School Diploma	1
Some College	11
B.A. - B.S. Degree	32
Some Graduate Work	88
M.A. Degree	44
Uncodeable	0
No Answer	0

6. Number Of Years With The Employment Service

1 - 4	45
5 - 9	75
10 -14	28
15 -19	10
20 -24	4
25 -29	2
30 -+	2
Uncodeable	2
No Answer	1

II Attitudes Toward Own Duties

Counselors

	R	P	C	Pw	0	Mp	None	UC	NA
7. Most Important Function	2	15	146	2	9			3	1
8. Least Important Function	4	10	3	87	34		5		14
16. Like Most About Position	1	12	105		53	38			2
17. Dislike About Position		3	3	88	90			2	4

18. Change in Duties

None 12

Away With:	
Routing	1
Placement	6
Counseling	0
Paperwork	266
Meeting Public	0
Other	39
Uncodeable	3
No Answer	8

Insert:	
Education	2
Closer Contact with Employers	11
Closer Contact with Other Employees	7
Increased Paperwork	1
Other	47
Uncodeable	3
No Answer	5

Counselors

19 Most Difficult Problem

Communication	19
Cooperation	12
Job Specific	108
Management	22
Other	28
Uncodeable	1
No Answer	7
None	3

III Attitudes Toward Duties of Other Positions

Counselors

9. Job Description

		R	P	C
Routing		148	23	11
Placement		0	127	15
Counseling		1	6	158
Paperwork		42	10	3
Public Relations		9	11	3
Other		5	12	10
Uncodeable		6	4	1
No Answer		5	4	2
11. T&E	1	1	23	125
UC 15	2	3	130	20
NA 5	3	154	1	4
12. Importance	1	6	58	76
UC 33	2	5	75	63
NA 8	3	138	7	1
13. Preference		0	6	161
UC 0				
NA 2				

Counselors

14. Privileges

		Position		Type		Merit	
No	128	R	3	Education	17	J	32
		P	4	Pay	1	NJ	8
Yes	39	C	35	Other	25		
UC	0	UC	2	UC	0	UC	2
NA	1	NA	0	NA	0	NA	0

15. Equal Treatment

		Defferential Treatment		Merit	
Yes	131	R	6	J	5
No	31	P	14	NJ	13
		C	7		
UC	5	UC	2	UC	9
NA	1	NA	3	NA	5

IV Attitudes Toward Communication Within the Structure of the Employment Service

Counselors

10. Position Overlap and Duplication

Yes	117
No	34
Uncodeable	3
No Answer	9

With	
Receptionists	42
Placement-Interviewers	103
Counselors	100
Other	1
Uncodeable	25
No Answer	2

21. a. Best Cooperation

Receptionists	23
Placement-Interviewers	174
Counselors	52
All	14
Uncodeable	6
No Answer	13

b. Cooperation Received

Routing	15
Placement	36
Counseling	35
Paperwork	2
Other	19
Uncodeable	56
No Answer	18

Counselors

22. a. Least Cooperation

Receptionists	43
Placement-Interviewers	63
Counselors	7
None	10
Uncodeable	27
No Answer	32

b. Cooperation Desired

Routing	16
Placement	37
Counseling	2
Paperwork	7
Other	26
Uncodeable	49
No Answer	33

20. Suggested Operation

Independently	2
As a Team	163
Uncodeable	0
No Answer	3

23. Operation as a Team

Yes	123
No	36
Uncodeable	6
No Answer	2

Counselors

24. Staff Meeting Increase

Yes	103
No	56
Uncodeable	4
No Answer	2

25. Staff Meeting Attendance

Positions Separate	16
All Positions Together	117
Other	46
Uncodeable	1
No Answer	3

26. Staff Meeting Topics

Training	27
New Procedures	57
Public Relations	11
Interdivision Relations	33
Other	74
Uncodeable	7
No Answer	7

VI Attitudes Toward Clients

Counselors

	S&E	Age	Sex	Race	Att.	O	UC	NA
27. Applicants Easy to Serve	104	35	10	5	67	46	6	6
28. Applicants Hard to Serve	85	50	12	9	60	71	4	6

	Demand	Att. of E	Att. of C	O	UC	NA
27. Reason Easy	51	12	70	38	10	17
28. Reason Hard	34	28	70	44	10	20

29. Applicants Happy

	Yes	No
	63	38
b. Reason		
Job	23	22
Employer-Applicant Relations	2	1
Employment Service-Applicant Relations	39	31
Other	13	16
Uncodeable	25	11
No Answer	5	3

VII Attitudes Toward Employers

Counselors

30. Biggest Problem with Employers

None	9
Employment Service Personnel	2
Applicants	24
Unreasonable Specifications	59
Desired Speed	1
Past Image	11
Other	43
Uncodeable	36
No Answer	5

31. Development of Better Employment Service-Employer Relations

Employment Service Personnel	17
Applicants	23
Speed	6
Desired Specifications	8
Image	1
Public Relations	90
Other	51
Uncodeable	9
No Answer	7

32. Way to Increase Listings

Closer Cooperation with Employers	102
Greater Range of Applicants	8
Speed of Service	20
Better General Image	30
Other	62
Uncodeable	9
No Answer	9

V Attitudes Toward Organization and Practices of the Employment Service

Counselors

33. Changes in Operation of Employment Service

None	0
Cooperation	15
Communication	24
Personnel Behavior	29
Management Behavior	43
Physical Changes	27
Paperwork Changes	33
Other	82
Uncodeable	7
No Answer	12

Counselors

34. a. Image of Employment Service'

	Favorable	Unfavorable
	26	53
b. Reason		
Government Agency	0	15
Service	28	24
Employer-Employment Service Relations	6	20
Applicants-Employment Service Relations	2	11
Applicants	0	2
Other	10	36
Uncodeable	26	6
No Answer	8	5

35. Way to Improve Image

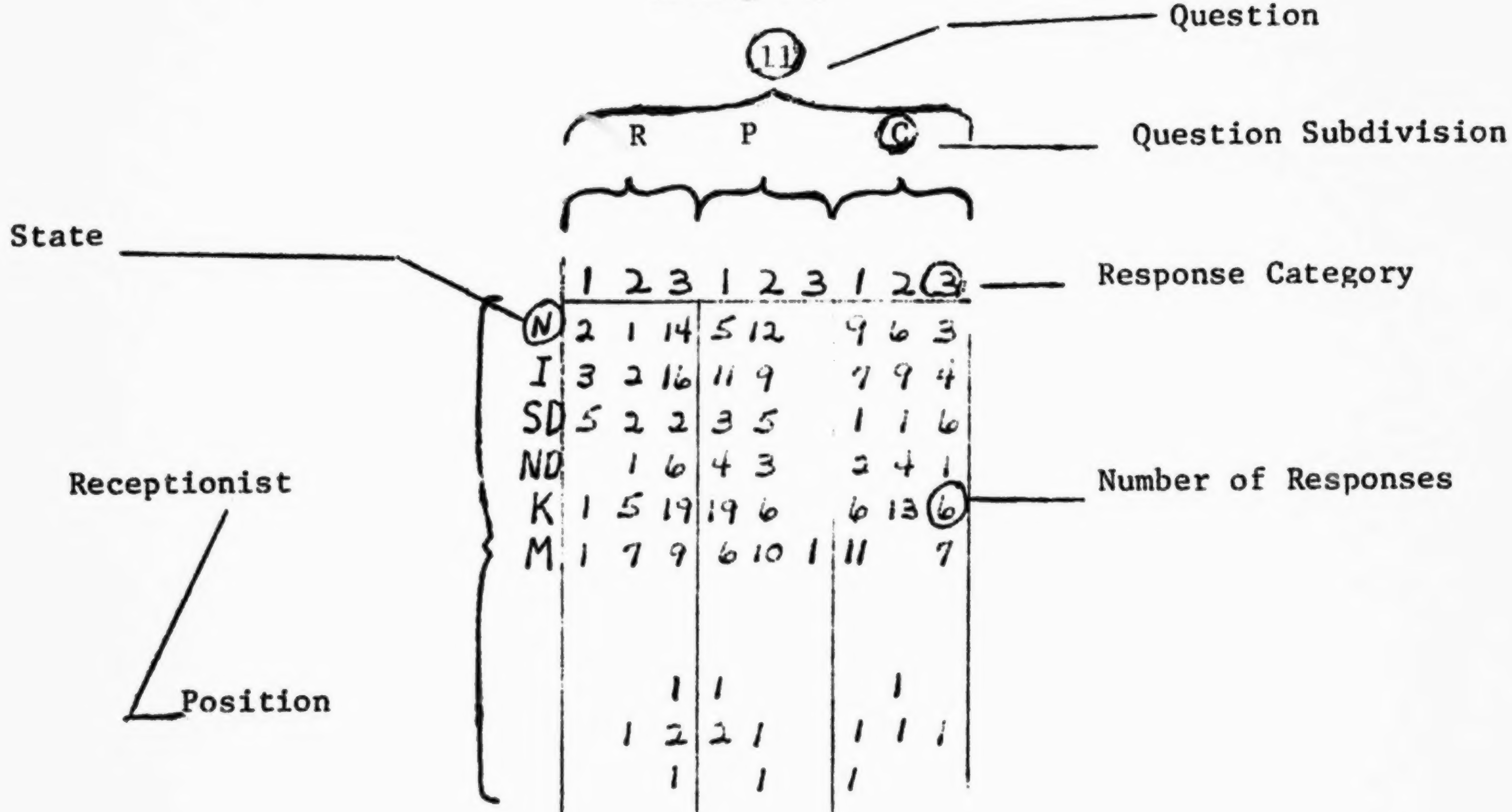
Nothing	0
Education	28
Service	38
Personnel Relations	8
Personnel Behaviors: Employer, Applicant	21
Change Unemployment Image	12
Physical Changes	11
Public Relations	75
Other	53
Uncodeable	9
No Answer	9

APPENDIX VIII

Opinionnaire Data: Full Numerical Data

FULL NUMERICAL

Coding Key


Question
11
Question Subdivision
R
P
C
State
Response Category
Receptionist
Number of Responses
Position

	R 1	R 2	R 3	P 1	P 2	P 3	C 1	C 2	C 3
N	2	1	14	5	12		9	6	3
I	3	2	16	11	9		7	9	4
SD	5	2	2	3	5		1	1	6
ND		1	6	4	3		2	4	1
K	1	5	19	19	6		6	13	6
M	1	7	9	6	10	1	11		7
			1	1				1	
		1	2	2	1		1	1	1
			1		1		1		
		2	12	8	7		7	6	2
	1	2	19	14	8	3	6	13	3
		1	11	6	5		5	5	1
			5	2	3		3	2	
		1	20	8	13		13	6	1
	1	9	47	39	15		2	29	11
		4	31	20	15		15	15	5
		2	37	31	9		9	28	2
	1	9	14	19	3	1	3	11	9
	1	1	11	9	3		4	7	1
		9	54	39	29		25	29	9
	1	14	63	44	29	1	35	34	14
			7		7		7		
		1	5	1	5		5		1
			3		3		2		1
			11		11		11		
	1	1	28	2	27	1	27	2	1
		1	18	7	10		10	6	1
			10		10		10		
			11		11		11		
			7	3	4		4	3	
			22	5	17		17	5	
			32	5	25		21	4	

I Data About Personnel

	S	1		2						3				4					6							
		M	F	1	2	3	4	5	6	S	M	D	O	1	2	3	4	5	1	4	9	14	19	24	29	L
Receptionists	N		19		5	2	5	4	1	4	13		2	11	7		1		2	10	3	1	2		1	
	I		21		9	1	5	3	2	3	17		1	12	9				8	3	3	5	2			
	SD		10		4	1	2	2	1	2	7		1	5	5				6	3				1		
	ND		7		2	2	2	1		2	5			3	4				1	2	2	1			1	
	K		30		11	3	9	3	3	5	22	2	2	13	16	1			10	8	9	1		1		
	M		22		2	3	7	6	3		14	6	2	7	13	1	1		8	2	6	3	1	2		
	ND	1						1			1					1						1				
	K	3					2	1			3			2		1			1		1	1				
	M	2						2			2				2				1	1						
Placement Technicians	N		15		1	2	4	3	3	3	11	1		1	11	2	1		2	2	5	2	3		1	
	I		22		3	9	3	2	5	8	12	1	1	8	5	5	2	2	4	2	3	4	1	4	2	2
	SD		12		1	1	3	5	1	2	8	2		1	5	5	1		2	2	4	2	1	1		
	ND		5			2		2	1	1	3		1		4	1	1			1	1	1				2
	K		24		2	1	7	7	3	7	13	1	3	6	13	3	2		2	3	7			5	4	3
	M		61			3	18	24	7	6	40	8	7	21	32	3	4		8	8	19	8	3	3	8	3
	N	36			1	6	7	12	8	5	31			12	18	2	3	1	3	11	8	8	1	1	2	
	I	45			3	9	9	18	6	3	40			5	11	11	2	21	10	9	5	14	2	5		
	SD	24			3	9	6	5		5	19			1	14	7	2		10	4	6	3	1			
	ND	13			1	5	4	3		4	9				1	11	1			7	4	2				
	K	68			2	6	22	27	11	2	57	3	4	19	36	9	2	2	19	20	17	6	2	3		
	M	85			2	15	26	28	10	4	76	4		32	43	6	2	3	29	25	20	4	3			
Counselors	N		7		2		1	4			6		1		2	2	3			4	1		1		1	
	I		7		2	2	2	1		3	3	1					6	1	1	3	1	2				
	SD		3			1	1	1			2	1			1		2			1		2				
	ND																									
	K		11				2	8	1	1	5	2	3			2	5	13	1	4	4	1				1
	M		34		14	6	4	7	2	10	14	2	5		6	9	14	2	10	12	6		2	2	1	
	N	19			4	4	7	3		4	14	1			1	5	9	11	5	11	1	1	1			
	I	11			2	7	2			1	10						11		1	5	5					
	SD	11			2	5	3	1		1	9	1				1	7	3	3	6	3					
	ND	8				4	2				7	1				1	1	6		3	3	2				
	K	22			6	2	4	8	2	1	21			1	1	6	10	4	6	13	1	2				
	M	36			11	16	2	5	1	9	24	3				6	21	19	12	14	3					

II Attitudes Toward Own Duties

	S	1		7						8						10						17					
		M	F	R	P	C	PW	MP	O	N	R	P	C	PW	O	R	P	C	PW	MP	O	N	R	P	C	PW	O
Receptionists	N		19	8			7	9	1	2	1			11	2		7		6	13		1	1	1		11	6
	I		21	7	2		7	8	7	2	2			11	4		2	1	3	13	5	2		1		10	8
	SD		10	7	2		5	2	1	5		2		2	2		2		5	5	3					5	4
	ND		7	6	2		1					1		5	1	3			3	5	2	1		1		5	
	K		30	8	1		19	4	1	6	1	1		7	6	2	5	1	9	17	6	4				9	13
	M		22	16	1		9	6	2	4	1	1		10	3	4			2	13	11	2				6	14
	ND	1			1									1													
	K	3		1	1			1	1	1					1		2	1		1	2					1	2
	M	2			1	1				1		1									1					1	
Placement Technicians	N		15	2	13			1	2	6				7	1		12	3		7		2				10	6
	I		28		20		2		2	2				17	1		17	1		2	7					15	11
	SD		12		11	1			5		1	2		6			8	1		4	3	1		2		6	8
	ND		5		4				1					2	2		3	1		3	2			1			4
	K		24		10		2		3	5	1	1		13	2		17	1		11	1	2				12	13
	M		61	2	55			1	6	5	1	1		41	5		44	1		12	15	5		5		25	32
	N	36			29		2	2	10	4		1		13	1		23	2	1	9	10	2				15	16
	I	45		2	40		1	1	8	2	1			24	9		35	2		12	8		2	2	1	21	20
	SD	24			16				11	5	3	3		4	6		14	1		10	11	1		2		9	12
	ND	13			12		1		2	1	1	2		6	2		8			5	5					3	10
	K	68		2	57	2	3	1	3	15	1		1	25	17		30			22	15	3		8		22	31
	M	85		2	72			2	10	18	1		1	41	16		52	1		25	23	9		1	1	36	38
Counselors	N		7		2	5				1				4	3			6		3	1	1				2	4
	I		11			7						1		5	2			7		1						4	4
	SD		3			3			1					3				1			2					3	1
	ND																										
	K		10	1	2	8	1		2				1	7	2		1	5		7	1			1		7	5
	M		34		2	30			2				1	27	4		1	20		7	12					15	22
	N	19			4	13	1		2	2		1		10	6	1	4	11		4	17			1	1	9	8
	I	11				10									2			8			3					7	5
	SD	11				11					3	3		6	1		1	7		2	7					5	6
	ND	8				8			1			1		7	1			8								4	4
	K	22			3	19			1	1	1	3	1	10	3		3	14		6	5				1	13	12
	M	38		1	2	32			1	1		1		8	9		2	18		8	15		1	1	1	17	13

	S			18												19					
					A						I										
		M	F	N	R	P	C	P	M	O	1	2	3			N	M	CP		JS	O
Receptionists	N		19	4		1		5		1					2	2		2	2	13	
	I		21					5		2				2	4	5		4	3	10	
	SD		10	3				1		1			1	3	2	2		1		6	1
	ND		7	5				1								1		1		2	3
	K		30	11				7		1				2	7	3		1	1	15	2
	M		22	4				4		3					11	4	1	3	1	14	4
	ND	1																			
	K	3							1	1					1			1		2	
	M	2																		2	
Placement Technicians	N		15	1				4		3					8		3	1		10	3
	I		22	2		1		6		3					11		1	1	1	21	
	SD		12					2		2				1	4	1				1	8
	ND		5					3						1	2	1				4	1
	K		24	5					6	5	1	1			5	2		1		20	
	M		61	7				1		9		4	1		20	4	2	3	2	13	11
	N	36		8				7		5		2			13	1	2	2	1	23	4
	I	45		9				11		3		6			18	1	2	2	1	34	4
	SD	24		3	1			4		1		2			11	2	1			14	3
	ND	13		2			1	2		3		1		1	2					10	3
	K	68		15		1		14		9		8			16	5	1	1		51	8
	M	85		22				12		8	1	10		2	21	10	2	1		52	13
Counselors	N		7	2		1		1				1			4			1	1	5	2
	I		7	1	1			2					1		2		1	3	1	3	1
	SD		3	1											1		1			2	1
	ND																				
	K		11					4		4					4		1			11	
	M		34	1				8		15		2	1		15		17	6	2	24	5
	N	19		2				6		3		1	3		4	1	1		2	10	5
	I	11						4		3	1	1	1		1	1	1	1	1	6	
	SD	11		1				1		2		1			4		2		2	8	2
	ND	8		1				2		3		1			3	1	2			5	1
	K	22		3		1		11		6			1		7		1	3		17	3
	M	36				4		14		6	1	4		1	17		8	5	3	17	8

III Attitudes Toward Duties of Other Positions

				9																		11								
				R						P						C						R			P			C		
		M	F	R	P	C	PW	PR	O	R	P	C	PW	PR	O	R	P	C	PW	PR	O	1	2	3	1	2	3	1	2	3
Receptionists	N		19	12			12	9			14		1			1	1	14				2	1	14	5	12		9	6	3
	I		21	18	1		9	10	3		19			2	2			19	1	1		3	2	16	11	9		7	9	9
	SD		10	7			5		2		6				1			7				5	2	2	3	3		1	1	6
	ND		7	7	1		1				6		6					6					1	6	4	3		2	4	1
	K		60	60			11	1		1	21		2	2	1	1	3	26				1	5	19	11	6		6	15	6
	M		22	14	1		15		2	3	17		6	1		1		17			1	1	1	9	6	10	1	11		7
	ND	1		1																				1	1				1	
	K	3		3							3							3					1	2	2	1		1	1	1
	M	2					1		1	2								2						1		1		1		
Placement Technicians	N		15	13	1		6	2	1	3	14	1	3		1	1	1	14			1		2	13	8	7		7	6	2
	I		22	19			8	1	7	3	18	1	6	1	10	3	1	21				1	2	19	14	8	5	6	15	3
	SD		12	11				1			12	1	1	1	3		1	11			1		1	11	6	5		5	3	1
	ND		5	5			4		1	2	5		2	1	1	1		5						5	2	3		3	2	
	K		24	24			9	2	3		21	3	7	8			2	24					1	20	8	13		13	6	1
	M		61	49			24	1	3	12	58	5	17	1	3	3	4	50				1	9	47	34	15		2	21	11
	N	36		28			13	5	1		36		5	1	3		1	29		1	2		4	31	20	15		15	15	5
	I	45		34			9	4	11	8	3	3	8	1	15	4	1	36			5		2	31	31	1		9	28	2
	SD	25		22			2	1			4		1	1	1			22			3	1	9	14	19	3	1	3	11	9
	ND	15		10			4	1	1	5	3	1	3		1	1		10				1	1	11	7	3		4	7	1
	K	68		54	3		25		1	2		15	16	16	1	3	5	59	1				9	59	34	24		25	21	9
	M	85		65	2	1	39	2	3	6	83	2	13	2	4	5	3	66	2		2	1	14	6			1	25	34	14
Counselors	N		7	7			1		1	1	7		1		1	1	1	7			2			7		7		7		
	I		7	7			6				11				1		1	7					1	5	1	5		5		1
	SD		3	3							3							3						3		3		2		1
	ND																													
	K		11	8		1	2	1		2	10	3	2	1	1	3		10			1			11		11		11		
	M		34	31			5			5	33		1				3	33				1	1	28	2	27	1	27	2	1
	N	17		16			3	2	1	1	16	1		1	4	2	3	17		1	2		1	13	7	10		10	3	1
	I	11		9			3	3	1	9					2			9			2			10		10		10		
	SD	11		7			2		2		9		1				1	10						11		11		11		
	ND	8		7			4			1	8	1		2	2	2	1	8			1			7	3	4		4	3	
	K	22		21			11	2		2	2	1	3	3	6	3	4	20	1					22	5	17		17	5	
	M	36		32			5	1		3	32		2	3			1	34	1	1	2			32	5	25		31	4	

	S	I		12									13			14										15						
				R			P			C																						
		M	F	1	2	3	1	2	3	1	2	3	B	P	C	Y	N	R	P	C	1	2	3	J	NJ	Y	N	R	P	C	J	NJ
Receptionists	N		19	4	2	12	9	8	1	5	9	4	11	7	1	2	17		1	2	1	1	1	1	2	18	1					
	I		21	5	4	12	12	7	1	3	9	8	6	10	5	6	14		1	5	3		3	3	3	15	5		2	2		3
	SD		10	4	2	4	4	4		1	2	5	8	1	1	2	8			2	1		1	1	1	8	2		1	1		1
	ND		7	2	1	4	4	3		1	3	3	4	2	1	1	6			1			1	7								
	K		30	4	4	14	15	8	1	5	10	8	15	11	3	3	27	2	1				3		3	27	3	1			1	
	M		22	3	5	8	9	7		4	5	8	7	11	4	8	13			7	2	1	5	1	4	16	5		1	4	1	4
	ND	1		1					1		1		1				1									1						
	K	3		1		2	1	2		1	1	1	1	1	1	1	2			1			1	1		3						
	M	2				1		1		1			1	1	1		2							2								
Placement Technicians	N		15		1	14	14	2		2	13	1		13	2	3	12	1		2			2	1	1	12	3			2	1	2
	I		22	2	6	13	18	3		1	12	8		17	5	9	12			9			9	1	6	14	7	1		6	1	7
	SD		12			11	10	1		1	10		1	9	2	5	7			5	3		3	2	2	11	1			1		1
	ND		5	2		3	3		2		3	2		3	2	4	1			4	2		2	2	1	3	1			1		1
	K		24	1	2	17	17	1			14	3		2	2	5	19			5			5	3	2	21	3			2	1	
	M		61	3	14	39	46	6	1	3	33	17	1	50	6	3	29	2		30	13	7	23	4	20	39	19	2		18	1	14
	N	36		2	5	27	27	7	1	7	18	6		29	7	8	23		1	8	1	1	6	3	5	31	5		1	5		3
	I	45			5	34	39			1	32	6		11	5	9	34	1		8	2	1	8	4	6	38	7	1		6		7
	SD	24		1	5	17	18	4		3	13	6		18	6	6	18			7	3	2	5	3	3	19	4			4	1	2
	ND	13		1	2	9	11		1	2	9	1		11	2	2	13	2							2	10	3	2	2		1	2
	K	68		2	6	51	49	10		8	43	8		60	8	15	30	1		14	2	4	9	3	10	60	7	1	5			6
	M	85		4	19	51	62	12		1	56	22		69	14	27	56	2		26	12	4	16	10	10	65	14	2		9		5
Counselors	N		7		1	5	4	2		2	3	1			7	2	5			2	1		1		2	5	2		1	1	1	
	I		7			6	3	3		3	3				7	2	5	1		1			2	1	1	5	2					2
	SD		3			3	2	1		1	2				3		3						1		1	3						
	ND																															
	K		11	1	1	5	3	2	2	3	4				11	3	8		1	2	2	1	1	2	1	8	2			1		
	M		35	2		27	10	14	1	14	11			1	32	10	23		1	10	6		5	9	1	26	5		11	1	1	2
	N	19				18	12	5		5	12			3	16	3	16			3	1		2	3		18	2		2			2
	I	11		1		9	2	7		6	3				11		10			1			1	1		8	2	1		1	1	
	SD	11		1		10	2	8	1	6	5			1	10	2	9			2	1		2	2		6	5	1	4			2
	ND	8				7	3	4		4	3				8	2	6			1			1	1		5	2	1				
	K	22		3		19	7	13	2	14	7			1	2	2	20	1		1			2	1	1	20	2	1	1			2
	M	36	1			29	10	16	1	18	10				35	13	23	1	2	12	6		7	12	1	27	7		2	3	2	3

IV Attitudes Toward Communication Within
The Structure of the Employment Service

	S	I		10						21									22								
		M	F	Y	N	R	F	C	O	R	P	C	A	R	P	C	PW	O	R	F	C	N	R	P	C	PW	
Receptionists	N		19	12	6	4	12	11			10	2	1		1	3		3			2				2		5
	I		21	11	7	5	10	10			10	4	4	1		5		1		5	4	5		3		1	2
	SD		10	4	4	1	3	3	1		4		3		1			2			3	2					3
	ND		7	2	5	2	2				5	2		1		1	1	1		2		4					3
	K		30	16	8	7	11	12	1		14	5	7	1	1		3	7	2	4	3	2		1		4	1
	M		22	8	7	4	8	5		1	14	2	4	1	5	2	1	3		2	8	4		2	2	2	5
	ND	1			1																						
	K	3		3		1	3	3			2	1			2	1				1	1				2		1
	M	2			2								2									2					
Placement Technicians	N		15	12	3	4	10	10		2	8	2	1	1	7	1	2	1	3	1	7		1		1	1	7
	I		22	16	5	3	13	12		2	7	1	4	1	6	2			1	5	4	2		2	3	1	7
	SD		12	10	2	5	4	4		3	3	2	5	1	1	2		1	1		4	3	1				4
	ND		5	3	2		3	3			3		2	1	3							2					
	K		24	18		2	11	13		10	13	12		2	5	1		1	2	2	3	1	1	1		1	5
	M		61	42	17	14	30	31		17	35	12	6	4	34		4	5	6	2	27	6	5	5	12	4	9
	N	36		16	15	2	16	15	2	10	3	5	6	1	9	2	1	5	1	5	11	3	2	1	4	1	7
	I	45		25	18	9	30	9	1	8	24	6	5	1	10	5		7	10	3	12	6		2	4	8	[illegible]
	SD	24		18	6	9	11	17		5	12	4	5		3	1		6	1	2	10	3		1	3		3
	ND	13		9	4	2	8	7		2	6	5	4	1	4	2		2	5		1	2	1	1			
	K	68		44	16	11	41	42		6	30	9	31	1	12	5	4	6	13	4	15	8	6	7	3	2	1
	M	85		58	19	13	44	44	2	14	32	11	23	6	17	3	5	8	10	7	22	24	4	5	3	2	11
Counselors	N		7	5	2	4	5	4		2	1	4			1	3		2	1	4	1			4		1	3
	I		7	1	6	1	1	1		2	4				3		1		1	5		1		5	1		
	SD		3	2			2	2			2								1				1				
	ND																										
	K		11	10		4	7	8	1					1	2	4		1	3	6	1	1	1	4	1		2
	M		34	24	7	6	22	22		3	10	15			4	10		1	5	12			1	10			4
	N	19		12	7	4	10	10		3	1	4	1	2	5	3		5	8	3	1	4				3	4
	I	11		7	3	2	6	7		2	4	3	1	1	2	1	1	3	4	4			1	2		1	1
	SD	11		9	2	1	8	7		1	3	3	3	3	1	1			2	4		2	2	1			2
	ND	8		5	2		3	3		1	3	2	2	3	3	2		2	3	1		1	1	1			1
	K	22		21	1	11	17	16		3	10	7	3	3	7	4		3	8	10			6	4		2	2
	M	36		24	4	9	22	22		6	15	15	3	2	8	7		2	6	14	4	1	3	6			7

	S	1		20		23		24		25			26					
		M	F	I	T	Y	N	Y	N	S	A	O	T	NP	PR	ER	IR	O
Receptionists	N		19		19	18	1	8	11		16	3	1	14	1	7	4	1
	I		21	2	19	17	4	9	12	1	19	1	5	12		4		5
	SD		10		10	9	1	5	5		7	1	3	1			4	3
	ND		7		7	7		2	5		4	3	2	5			1	3
	K		30	1	29	25	5	12	16	4	23	6	3	18	2	7	2	3
	M		22		22	17	4	15	4		20	2	6	8	4	9	9	8
	ND	1			1			1			1							
	K	3			3	3		1	2		3			2	1		1	1
	M	2			2	2			2		2			1	1	2	1	1
Placement Technicians	N		15		15	13	2	12	3	4	12	2	5	11		5		3
	I		22	1	21	19	1	9	11	3	20	1	11	11		3		4
	SD		12		12	11	1	3	9		10	2	2	3		5		5
	ND		5		5	5		1	4		4	1	4	4		1	1	3
	K		24		24	22	2	6	18	1	17	5	4	13	2	8	4	11
	M		61		59	52	5	33	25	9	42	14	41	24	3	16	12	21
	N	36		1	34	30	4	21	12	3	27	6	15	17	1	5	2	12
	I	45		1	43	43	1	20	24	3	40	3	23	19	1	9	4	13
	SD	24			24	20	4	8	15	1	21	2	2	10		8		12
	ND	13			13	13		3	10	2	10	2	6	4		2	3	5
	K	69		1	66	57	4	21	33	6	50	7	11	28	5	26	8	23
	M	85		1	83	73	7	44	38	2	68	13	30	23	3	14	10	31
Counselors	N		7		6	7		6	1		3	3	1	5	1	1	1	3
	I		7		7	5	1	3	4		7	1		3		4		1
	SD		3		3	3		1	2	1	3			2			1	3
	ND																	
	K		11		11	10	1	7	1	5	8	3	1	5		5	4	6
	M		34	1	32	20	10	19	12	2	17	14	1	6	3	12	7	23
	N	19			18	18	1	12	6	1	11	7	10	8	1	4	2	7
	I	11			10	5	4	7	4		8	1	4	3		3		1
	SD	11			11	8	3	8	3	1	6	4		3	2			4
	ND	8			8	8		5	2		4	4	5	2	1	2	1	5
	K	22		1	21	17	4	14	8	4	20	3	5	11	2	10	7	3
	M	36			35	23	12	21	13	2	30	6		9	1	15	10	10

V. Attitudes Toward Organization and Practices of the Employment Service

	S	I		33								34												35								
												F						UF														
		M	F	N	CP	CM	PB	MB	PC	PW	O	1	2	3	4	5	0	1	2	3	4	5	0	N	1	2	3	4	5	6	7	0
Receptionists	N		19	1	2	1	3	1	7	3	1		8	4	4			1		1	1				3	2	1	1		2	8	1
	I		21	2		2	2	3	8	3	3	1	5	2	3	2			1	2	2	1			3	7			1	3	5	4
	SD		10		1			1	1	5	2		3	1					1	1				1		2		2	1	2	5	2
	ND		7	2	1	2		2		2	2		2	1												1		1			4	
	K		30	3	3	3	1	1	1	4	1		11	1	2		2		2	3	2		1	1	3	12	1	5		1	9	3
	M		22	1	4	3	2	7	3	8	2		3	2	5		2		3				3		3	6	4	5		1	5	2
	ND	1																														
	K	3				1					2		1									1				1					2	1
	M	2		1									1		1										2							
Placement Technicians	N		15		1	2	1	7	6	2	4		3					2	2				6		2	2	2	4			5	5
	I		22		1	2	1	11	5	6	5		3	1	1		3	4	1	1	2	1	4		4	5	2	2	2	1	[illegible]	
	SD		12					3	1	7	5		1	3	1		1						3		2	1	1				6	
	ND		5	1	1				1	1	2						1	1				1	1		3							
	K		24	2	1	1	3	1	1	6	13		5	1	1		3		1		1	3	6		2	3		4	2	2	14	3
	M		61	2	4	6	4	18	12	13	16		14	3	4		3	4	7		1	4	6		15	14	2	12	4	1	[illegible]	15
	N	36		2		3		8	12	7	7	1	11	7	5		2	2	2	1		1	8		10	7	2	2	1	1	12	[illegible]
	I	45		1		4	3	12	8	7	11		6	6	6		8	5	1	2	1		4		12	15	2	4	2	7	6	11
	SD	24		2	1	3	1	6		6	11		11				1		1			1	2	1	1	5					15	[illegible]
	ND	13				4		6	1	4	6		3	1	1	1	4	1				1	1		5	3		2	1	1	6	4
	K	68		5	2	3	3	4	6	15	34	1	20	6	3	1	1	4	3	2	3	6	20		17	17	1	13	8	3	30	12
	M	85		8	2	1	4	17	9	10	35		2	6	4		7	4	5	1		3	18		28	16	2	5	5	7	33	19
Counselors	N		7			1	4	1	1		4		1				1			1			3			2		4	1		3	5
	I		7		2	1				4	2						1		1	1	1		2		2	3		1	1		3	2
	SD		3			1		1		1	1		1					1													2	2
	ND																															
	K		11		2	4	2	3	1	4	6		1					2	1	4	2		1		4	1		1	2	1	10	2
	M		34		5	6	3	12	4	6	16		4				3	2	4	4	3		6		3	9	2	2		4	13	8
	N	19				2	1	8	4	1	7		6	3	1		1	2	2				6		6	4	1	2	1	2	6	10
	I	11					4		7	1	2							1		2	2	1	2		4			1	2	1	3	2
	SD	11				1		2	2	1	8		2	1	1			1		2			2		1	1		1		1	2	[illegible]
	ND	8				2	1	1		4	3		3				1	1				1	1		3	1			1		5	[illegible]
	K	22			3	4	4	6	1	8	13		6	2			1	3	7	3			4		4	8	3	5	1		[illegible]	
	M	36			3	2	10	9	7	3	18		4				2	2	3	3	3		9		1	9	2	4	3	2	1	

VI. Attitudes Toward Clients

	S	1		27										28										29									
		M	F	SE	A	S	R	AT	O	D	AE	AC	O	SE	A	S	R	AT	O	D	AE	AC	O	Y	J	ER	EJR	O	N	J	ER	E	O
Receptionists	N		19	11	3			5	2	1	1	9	5	6	5			6	5	1	3	12	2	6	6	1	7	3	1			2	
	I		21	16	9	2		1	2	5	7	6	4	12	13	2	1	2	7	6	7	7	4	16	5	1	5	1	4			2	4
	SD		10	1				4	2	2		2	1		1			1	5	2	2	3	3	9	4	1			2	2			
	ND		7	1	1	1			4	2		1	1	2	2	1			5	3	2	3	2	7	1		1						
	K		30	14	6			13	3	4	1	22	1	13	5			11	5	3	2	18	3	21	2		13	2	4	2		2	1
	M		22	16	2	1		7	4	4		9	2	15	1			9	5	3	2	11	1	18	2		7	1	3			3	
	ND	1																															
	K	3		3		1				3				3				1	1	1	1	1	2	2			2		1			1	
	M	2		1				1		1					1	1			1		1		1	2	1								
Placement Technicians	N		15	11	1			7	5	3	6	4	2	10	4	2		5	5	2	2	8	3	12	3		6	3	1				
	I		22	15	3			10	5	5	3	8	3	13	5			10	5	2	6	7	7	15	5		5	7	4	2		1	
	SD		12	9	1			4	4	4		3	2	10	2				6	5	2	4	2	10	2		6		4	1		1	1
	ND		5	4				2	3		2	1	2	1	1			4	3		2	1	1	5			2						3
	K		24	17		1		11	3	12	1	6	3	15	3	1		9	10	6	3	7	5	1	8		13	2	1			3	
	M		61	34	4	1	1	22	13	16	13	10	5	51	12	2	1	24	30	12	18	23	13	25	15		29	5	6	3		5	2
	N	26		25	9	1		8	12	8	5	13	6	22	6		2	10	15	5	10	16	4	27	8	3	11	11	9	5	1	1	4
	I	45		27	4	5		13	8	15	6	10	10	19	12	3		19	15	3	10	22	14	33	12		11	10	4	1		1	2
	SD	24		12	4			8	14	9	1	6	8	13	5	2		6	17	6	2	4	6	18	6		5	4	5			1	3
	ND	13		10		1		2	6	4	3	3	3	5	7	1		4	8	1	5	5	4	10	3		6	1	1				
	K	68		47	2			25	10	28	4	30	6	37	10	2	1	27	20	14	10	31	14	53	15		27	4	14	2	3	1	7
	M	85		60	4		1	31	17	33	6	25	6	49	12			[illegible]	[illegible]	22	19	27	12	65	15		25	4	16	5		1	7
Counselors	N		7	5				2	3	2		5		6	1	1	1	4	3			5		4	2		1	2	1			1	
	I		7	3	3				1	3	2	3	1	4	5				1	1	1	3	2	2			2	1	3			3	
	SD		3	3	1	1	1	1		1		1		1	1			2	1				1	3			2		1				
	ND																																
	K		11	5	2		1	6	2	6		6		7	3	1	1	6	3	2	1	9		7	2	1	4	1	5			2	1
	M		34	19	4			12	10	10	1	15	10	17	8	3	2	13	15	11	7	12	5		7		6	1		9		6	5
	N	19		13	6	6	2	7	7	7	3	5	1	8	7	2	2	8	6	3	3	7	4	12	2		3	6	4	1		1	3
	I	11		5	4	1		4	1			6	4	1	5	3		2	3	1	2	4		4	2							3	
	SD	11		6	1			4	3	1		4	2	4	1		1	3	6	2		4	6	9	2		4	2	2				2
	ND	8		6	4			4	4	4	2	3		4	3			2	4	2	2	4		6	1		3		1	1		1	
	K	22		17	6	2	1	9	1	7	2	11		15	7	2	1	9	10	5	6	12	4		3		4			3		3	1
	M	36		22	4			16	14	10	2	8	10	[illegible]	[illegible]		1	12	12	7	6	10	12	16	2	1	5		2	8	1	11	14

VII. Attitudes Toward Employers

	S	1		30							31							32				
		M	F	N	P	A	U	DS	PI	O	P	A	S	DS	I	PR	O	C	CR	S	BI	O
Receptionists	N		19	2		1	3	1		2	1	3		3		6	3	8	2	2	4	
	I		21	4	1	4	5	2		6	1	4		4	2	7	3		1	5	6	4
	SD		10	1		1	1	2	1	3		2	1	1		7	3	6		1	1	2
	ND		7			1		3		3				1		4	2	5				2
	K		30	2		4	4	1	1	8	1	5				11	6	18			4	4
	M		22	8			3	1	1		1	2	3			5	1	11		1	3	9
	ND	1																				
	K	3		1		1			1	1	1		1			1		2			1	1
	M	2		1									1			1		1				1
Placement Technicians	N		15			2	6	1	1	6	3	1				7	10	3	3		5	6
	I		22	2			7	3		12	6	1	1	3	1	7	10	10	2	2	3	8
	SD		12			1	5	1		8				1		5	6	8	1		2	4
	ND		5	1				1	1	2						2	3	3			3	2
	K		24	2	1	4	11	1	1	10	1	7				12	6	15	5		2	8
	M		61	8	1	7	25	1	3	22	4	3	4	3	1	26	32	32	2	5	15	18
	N	36		2	2	3	10	2	3	18	3	7	1	2	1	23	11	16	6	3	10	11
	I	45		5		7	18	1	3	16	18	3	2		1	16	8	24		5	1	18
	SD	24			1	3	10	1		14	1	2		1		13	11	14	1	2	4	6
	ND	13				1	3		1	6			1		1	6	8	8	1	1	2	2
	K	68		4	1	18	18	5	8	26	7	16	1	2	1	25	14	46	6	3	9	14
	M	85		10	2	9	26	2	2	31	5	9	8	2	1	38	34	57	3	4	5	30
Counselors	N		7			2	1			4	2		1			3	4	3	1	2	1	5
	I		7	1		2	2	1		1	1	1				2	3	4	1	3	1	
	SD		3				1			3			1			2	1	3				1
	ND																					
	K		11			1	7				2	2		1		9	1	7	1	1	4	2
	M		34	2	2		9		2	9		3	1	3		22	8	20	1	1	7	4
	N	19		2		3	5		1	5	4	3		1		6	5	9	3	2	2	7
	I	11				1	2		1	4	3					2	4	7			1	1
	SD	11				1	3			4	1	1		1		6	4	7		2		6
	ND	8		1		3	3			2		2		1		6	3	4		3	2	2
	K	22				5	14		4	2	2	6	3	1		12	4	15		2	6	5
	M	36		3		6	12		3	9	2	5			1	20	14	23	1	4	6	11

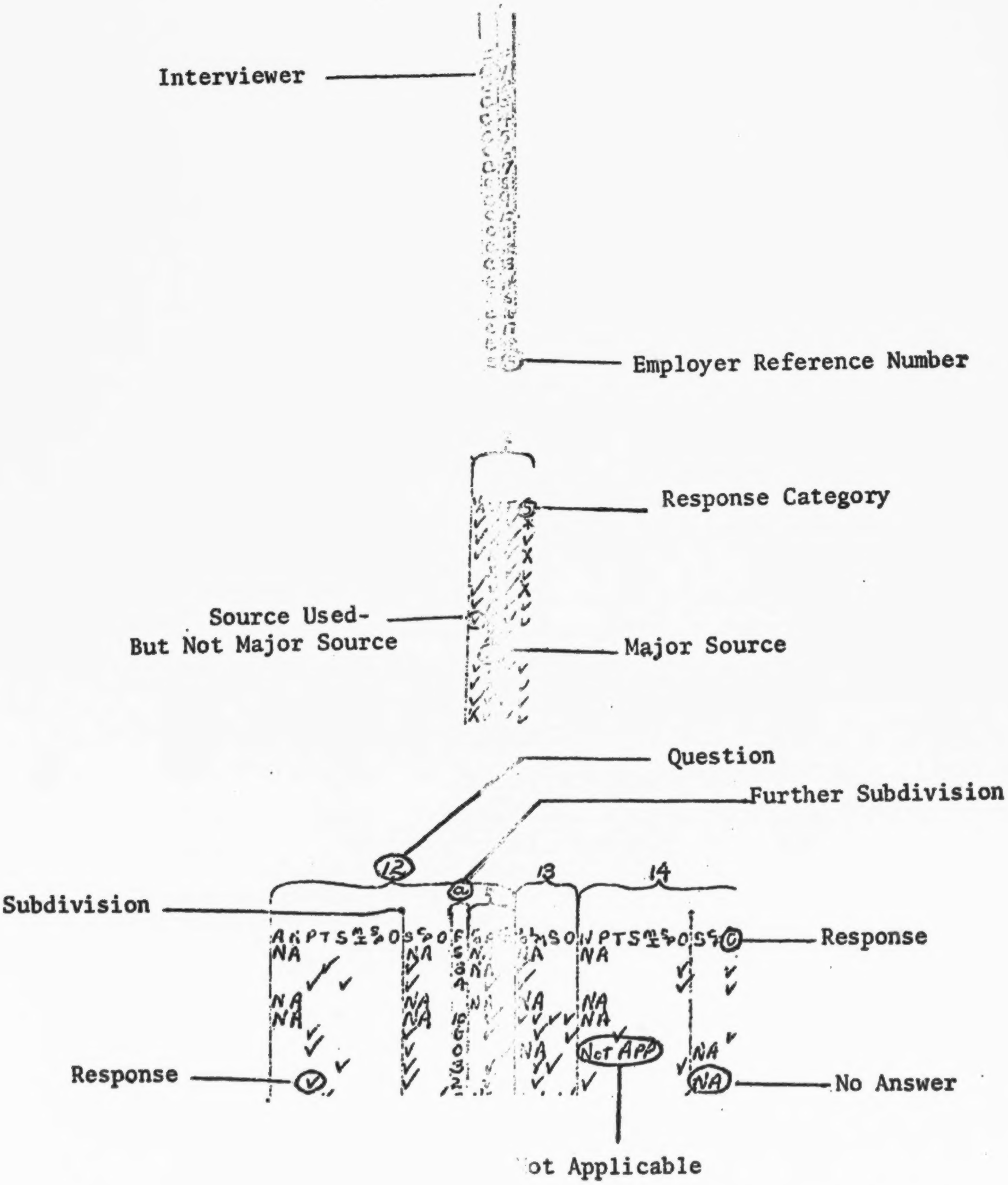
APPENDIX XII

Employer Interview Data

1. Numerical Data
2. Full Data

FULL DATA

CODING KEY


Interviewer
Employer Reference Number
Response Category
Source Used-
But Not Major Source
Major Source
Question
Further Subdivision
12
13
14
Subdivision
Response
Response
No Answer
Not Applicable
Not APP
NA

Coding Key

Numerical Data	Full Data

I Use Made of Employment Service

2. Source

Numerical Data	Full Data
Self Explanatory	WA - Want Ads W - Walk-Ins F - Friends S - Service

3. Job Classifications Listed with Employment Service

Numerical Data	Full Data
Self Explanatory	P - Professional E - Executive C - Clerical M - Maintenance S - Skilled Labor US - Unskilled Labor SP - Sales Personnel O - Other

4. Employment Service Use Suggested by

Self Explanatory	ER - Employment Service Representative TB - Telephone Book GR - Government Bulletin RT - Radio, Television N - Newspaper O - Other

5. Frequency of Use

Self Explanatory	F - Frequently O - Occasionally R - Rarely O - Other

6. Job Listings Made by

Self Explanatory	L - Letter T - Telephone R - Employment Service Representative O - Other

II Services Rendered

7. Employees Easiest to Obtain from Employment Service

8. Applicants Hardest to Obtain from Employment Service

Self Explanatory

SE - Skills and Education
A - Age
S - Sex
R - Race
AT - Attitude
O - Other

Why

Self Explanatory

S - Supply
O - Other

9. Responses for Openings

Self Explanatory

P - Prompt
FP - Fairly Prompt
S - Slow
N - None
O - Other

10. Quality of Employees Obtained

Self Explanatory

VS - Very Satisfactory
S - Satisfactory
PQ - Poor Quality
O - Other

11. Found Employment Service to Be

Self Explanatory

C - Courteous and Friendly
I - Interested in Needs
R - Rude and Unfriendly
D - Disinterested in Needs
O - Other

12. Services Most Liked

Self Explanatory

A - All
N - None
P - Placement
T - Testing
S - Screening
MI - Labor Market Information
SP - Speed of Services
O - Other

Why

Self Explanatory

S - Service
CP - Cooperation
O - Other

Employment Service Representative Visits

(a)

Self Explanatory

F - Frequency

(b)

Self Explanatory

TO - Too Often
A - Adequate
NE - Not Enough

13. Topics Discussed with Employment Service Representative

Self Explanatory

JO - Job Openings
LM - Labor Market
S - Statistical Information
O - Other

14. Services Liked Least

Self Explanatory

N - None
P - Placement
T - Testing
S - Screening
MI - Labor Market Information
SP - Speed at Service
O - Other

Why

Self Explanatory

S - Service
CP - Cooperation
O - Other

15. Recommend Use of Employment Service

Self Explanatory

Subdivisions

Y - Yes

N - No

Coding Categories

1 - Government Agency

2 - Service

3 - Employer-Employment Service Relations

4 - Applicant-Employment Service Relations

5 - Applicants

0 - Other

III Hypothesis: Employers Perceive the Same Problem Areas As the Employees of the Employment Service

16. Biggest Problem

Self Explanatory

N - Nothing
CP - Cooperation
CM - Communication
O - Other

17. Better Working Relationship

Self Explanatory

N - Nothing
C - Communication
GR - Greater Range of Applicants
S - Service
BI - Better Image
PR - Public Relations
O - Other

18. Changes to Be Made

Self Explanatory

N - Nothing
NS - New Services
PH - Physical Change
NP - New Procedure
O - Other

19. Present Public Image

Self Explanatory

Subdivisions
F - Favorable

UF - Unfavorable

Coding Categories
1 - Government Agency

2 - Service

3 - Employer-Employment
Service Relations

4 - Applicant-Employment
Service Relations

5 - Applicants

0 - Other

20. How to Improve Public Image

Self Explanatory

N - No Change

1 - Education

2 - Service

3 - Personnel Relations

4 - Personnel Behaviors:
Employer, Applicant

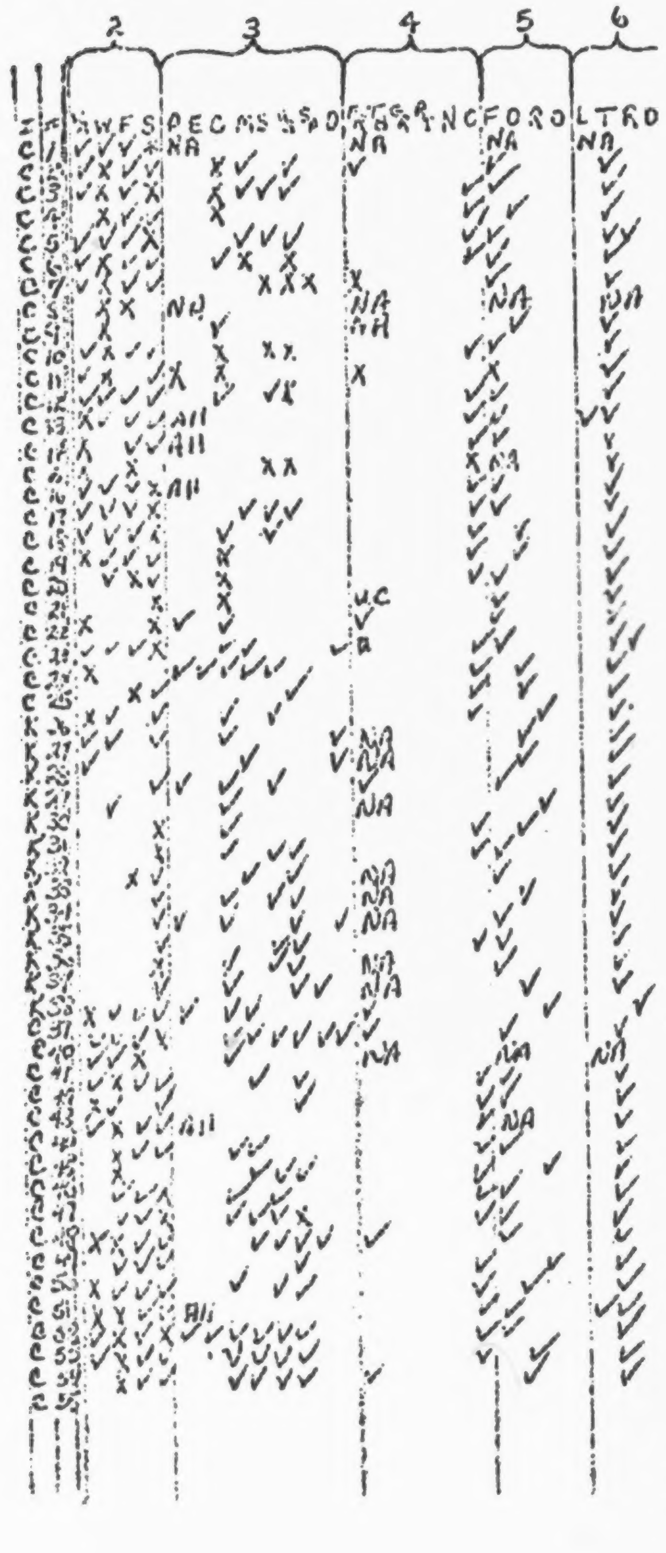
5 - Change Unemployment **Image**

6 - Physical Changes

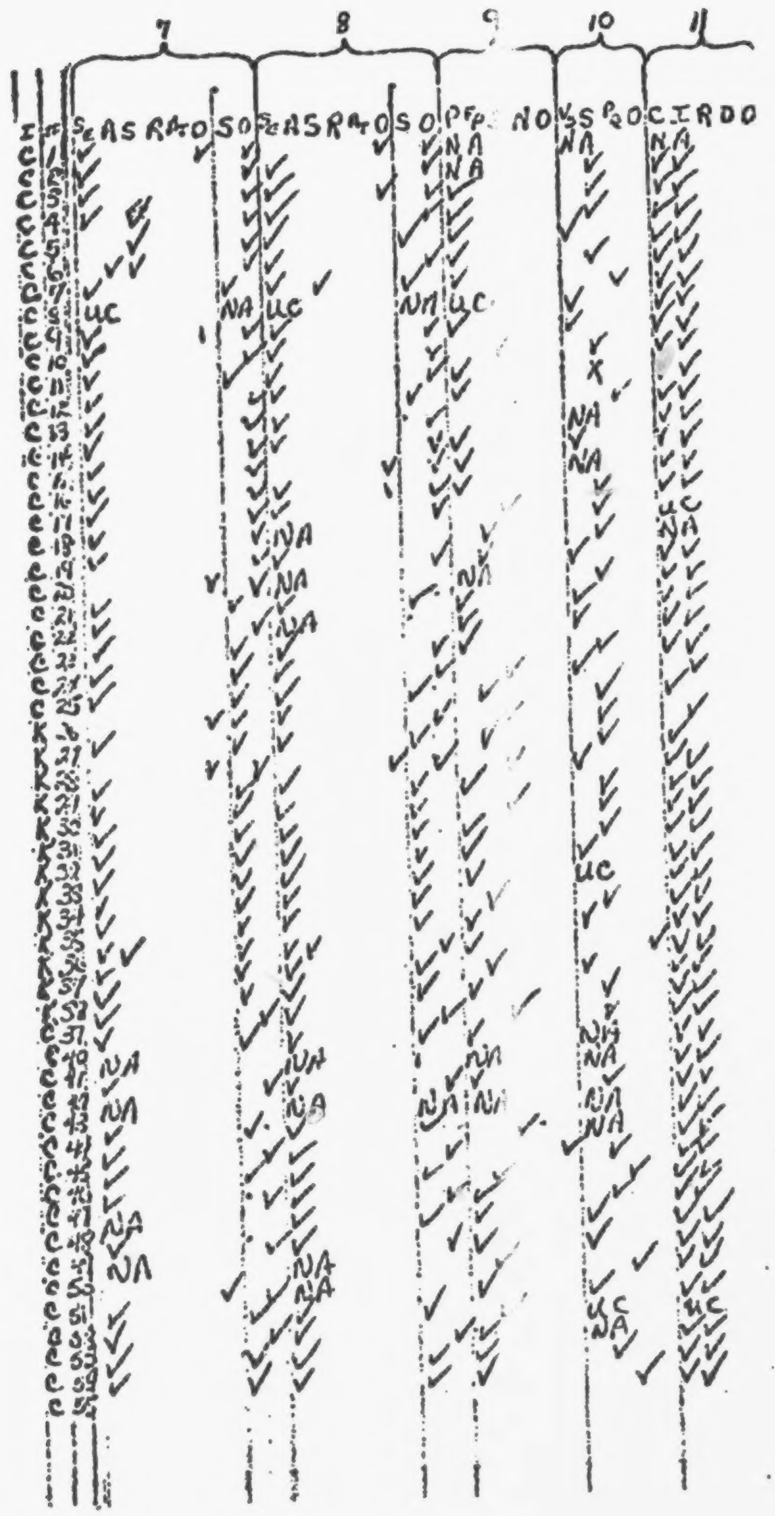
7 - Public Relations

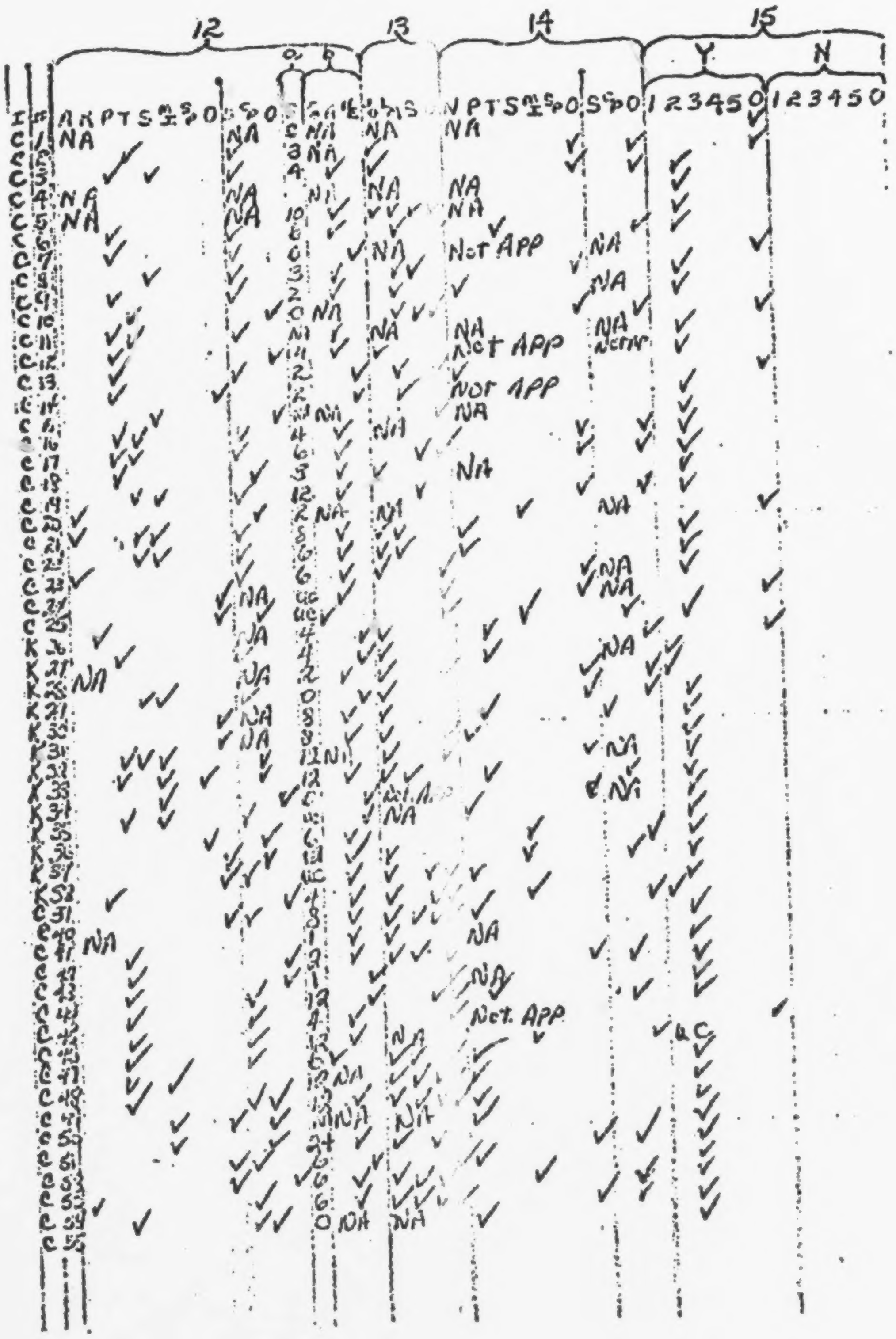
0 - Other

I Use Made Of Employment Service

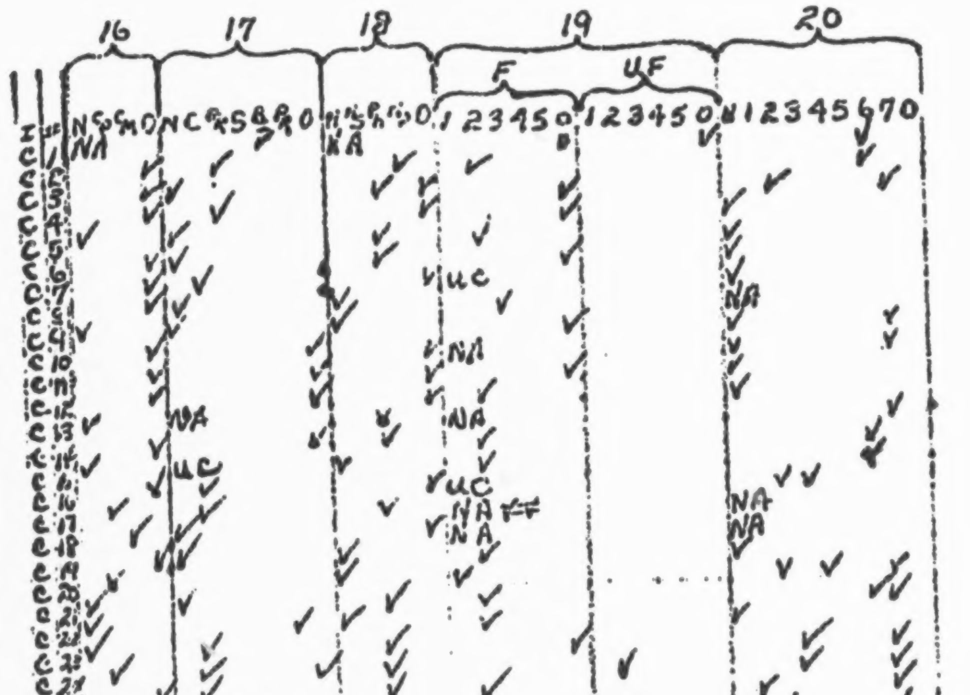

2
3
4
5
6
W F S
P E C MS
N C
F O R O
L T R D
NA

II Services Rendered


7
8
9
10
11
I
#
Se A S R A O S O
Se A S R A O S O
P Fp NO
Vs S P2 O
C I R D O


12
a
b
13
14
15
Y
N
I
#
A K P T S $^{m}_{I}$ $^{s}_{p}$ O
$^{s}_{p}$ O
NA
Not APP
N P T S $^{m}_{I}$ $^{s}_{p}$ O
S $^{c}_{p}$ O
1 2 3 4 5 0
1 2 3 4 5 0

III Hypothesis: Employers Perceive The Same Problem Areas As The Employees Of The Employment Service


16
17
18
19
20
F
UF
1 2 3 4 5 0
1 2 3 4 5 0
N 1 2 3 4 5 6 7 0
NA
UC
Not APP

Numerical Data

I Use Made of Employment Service

2. Source

	A	B
Employment Service	47	16
Walk-Ins	39	18
Friends	36	5
Want Ads	32	10

Column A gives the number of employers that use the indicated source.

Column B gives the number of employers in Column A that obtain most of their applicants from the noted source.

3. Job Classifications Listed with Employment Service

	C	D
Professional	7	1
Executive	2	0
Clerical	35	8
Maintenance	19	1
Skilled Labor	24	3
Unskilled Labor	28	5
Sales Personnel	4	1
Other	5	0
No Answer	2	
All	5	

Column C points out the number of employers that list regularly the indicated job classification with the Employment Service.

Column D points out the number of employers in Column C that consider the job classification to be their major listing with the Employment Service.

4. Employment Service Use Suggested by

Employment Service Representative	9
Telephone Book	0
Government Bulletin	0
Radio, Television	0
Newspaper	0
Other	33
No Answer	12
Uncodeable	1

5. Frequency of Use

Frequently	31
Occasionally	14
Rarely	5
Other	0
No Answer	5

6. Job Listings Made by

Letter	2
Telephone	51
Employment Service Representative	3
Other	0
No Answer	3

II Services Received

7. Employees Easiest to Obtain from Employment Service

Skills and Education	44
Age	2
Sex	2
Race	0
Attitude	0
Other	5
No Answer	4
Uncodeable	1

Why

Supply	24
Other	26

8. Applicants Hardest to Obtain from Employment Service

Skills and Education	44
Age	1
Sex	1
Race	0
Attitude	0
Other	0
No Answer	7
Uncodeable	1

Why

Supply	22
Other	25

9. Responses for Openings

Prompt	30
Fairly Prompt	9
Slow	9
None	0
Other	1
No Answer	5
Uncodeable	1

10. Quality of Employees Obtained

Very Satisfactory	15
Satisfactory	24
Poor Quality	5
Other	1
No Answer	8
Uncodeable	2

11. Found Employment Service to Be

Courteous and Friendly	49
Interested in Needs	49
Rude and Unfriendly	0
Disinterested in Needs	0
Other	0
No Answer	2
Uncodeable	2

12. Services Liked Most

All	4
None	2
Placement	24
Testing	10
Screening	14
Labor Market Information	0
Speed of Service	2
Other	11
No Answer	5
Uncodeable	0

Why

Service	27
Cooperation	9
Other	8

Employment Service Representative Visits

	Times Per Year	
(a) Range	0-24	
Median	5	
Mean	5.69	
Mode	6	
(b) Too Often	2	4%
Adequate	32	71%
Not Enough	11	24%
No Answer	8	

13. Topics Discussed with Employment Service Representative

Job Openings	28
Labor Market	17
Statistical Information	14
Other	24
No Answer	11
Uncodeable	0

14. Services Liked Least

None	14
Placement	5
Testing	1
Screening	7
Labor Market Information	0
Speed of Service	0
Other	16
No Answer	12
Uncodeable	0

Why

Service	1
Cooperation	7
Other	13
No Answer	34

15. Recommend Use of Employment Service

Yes	55	100%
No	0	0%
Government Agency	2	
Service	42	
Employer-Employment Service Relations	0	
Applicant-Employment Service Relations	0	
Applicants	0	
Other	9	
No Answer	0	
Uncodeable	1	

III Hypothesis: Employers Perceive the Same Problem Areas As the Employees of the Employment Service

16. Biggest Problem

Nothing	18
Cooperation	8
Communication	1
Other	27
No Answer	1
Uncodeable	0

17. Better Working Relationship

Nothing	19
Communication	12
Greater Range of Applicants	5
Service	4
Better Image	1
Public Relations	1
Other	8
No Answer	3
Uncodeable	2

18. Changes Recommended

Nothing	17
New Services	0
Physical Change	18
New Procedure	3
Other	12
No Answer	5
Uncodeable	1

19. Present Public Image

	Favorable		Unfavorable	
	45	82%	10	18%
Government Agency	2		0	
Service	18		4	
Employer-Employment Service Relations	1		0	
Applicant-Employment Service Relations	0		0	
Applicants	0		0	
Other	16		4	
No Answer	5		5	
Uncodeable	5		5	

3

20. How to Improve Public Image

No Change	22
Education	3
Service	6
Personnel Relations	3
Personnel Behaviors: Employer, Applicant	5
Change Unemployment Image	2
Physical Changes	6
Public Relations	18
Other	4
No Answer	3
Uncodeable	0

APPENDIX XIII

Trainee Selection: Numerical Data

TRAINEE SELECTION: NUMERICAL DATA

State		No. of Personnel Included in Investigation by State	Personnel by State as % of Total Personnel Included in Investigation	No. of Personnel in Each Category by State			i
				R-M	C	PT	R
Iowa		171	15%	34	31	106	2
Kansas		250	22%	48	40	162	1
Missouri		409	36%	62	107	240	1
Nebraska		141	12%	23	25	93	1
North Dakota		64	6%	12	13	39	1
South Dakota		99	9%	11	14	74	1
	TOTALS	1,134		190	230	714	

: NUMERICAL DATA

of Personnel ach Category y State		% of Personnel in Each Category by State			No. of Trainees from Each Category Based on % of That Category by State			No. of Trainees/State Based on % of Personnel by State
C	PT	R-M	C	PT	R-M	C	PT	
31	106	20%	18%	62%	2	2	5	9
40	162	19%	16%	65%	3	2	8	13
107	240	15%	26%	59%	3	6	13	22
25	93	16%	18%	66%	1	1	5	7
13	39	19%	20%	61%	1	1	2	4
14	74	11%	14%	74%	1	1	3	5
230	714				11	13	36	60

APPENDIX XIV

Trainee Assignment by State and Training Session

TRAINEE ASSIGNMENT BY STATE AND TRAINING SE

Training Session	Iowa	Kansas	Missouri	Nebraska	Nort
Number 1 22 January to 2 February	1 Receptionist-Monitor	1 Receptionist-Monitor 1 Counselor 2 Placement Technicians	1 Receptionist-Monitor 1 Counselor 4 Placement Technicians	2 Placement Technicians	1 Pla Tec
Number 2 19 February to 1 March	1 Counselor 2 Placement Technicians	1 Receptionist-Monitor 2 Placement Technicians	1 Receptionist-Monitor 1 Counselor 3 Placement Technicians	1 Placement Technician	1 Cou
Number 3 18 March to 29 March	1 Receptionist-Monitor 2 Placement Technicians	1 Receptionist-Monitor 2 Placement Technicians	1 Receptionist-Monitor 2 Counselors 3 Placement Technicians	1 Counselor 1 Placement Technician	
Number 4 22 April to 3 May	1 Counselor 1 Placement Technician	1 Counselor 2 Placement Technicians	2 Counselors 3 Placement Technicians	1 Receptionist-Monitor 1 Placement Technician	1 Rec Mon 1 Pla Tec
TOTALS	2 Receptionist-Monitors 2 Counselors 5 Placement Technicians	3 Receptionist-Monitors 2 Counselors 8 Placement Technicians	3 Receptionist-Monitors 6 Counselors 13 Placement Technicians	1 Receptionist-Monitor 1 Counselor 5 Placement Technicians	1 Rec Mon 1 Cou 2 Pla Tec
	9	13	22	7	4

BY STATE AND TRAINING SESSION

Nebraska	North Dakota	South Dakota	TOTALS
			3 Receptionist-Monitors
		1 Counselor	3 Counselors
2 Placement Technicians	1 Placement Technician		9 Placement Technicians
		1 Receptionist-Monitor	3 Receptionist-Monitors
	1 Counselor		3 Counselors
1 Placement Technician		1 Placement Technician	9 Placement Technicians
			3 Receptionist-Monitors
1 Counselor			3 Counselors
1 Placement Technician		1 Placement Technician	9 Placement Technicians
1 Receptionist-Monitor	1 Receptionist-Monitor		2 Receptionist-Monitors
			4 Counselors
1 Placement Technician	1 Placement Technician	1 Placement Technician	9 Placement Technicians
1 Receptionist-Monitor	1 Receptionist-Monitor	1 Receptionist-Monitor	11 Receptionist Monitors
1 Counselor	1 Counselor	1 Counselor	13 Counselors
5 Placement Technicians	2 Placement Technicians	3 Placement Technicians	36 Placement Technicians
7	4	5	60

APPENDIX XV

Trainee Participation by State and Training Session

TRAINEE PARTICIPATION BY STATE AND TRAINING SE

Training Session	Iowa	Kansas	Missouri	Nebraska	North
Number 1 22 January to 2 February	1 Receptionist-Monitor	1 Receptionist-Monitor	1 Receptionist-Monitor		
		1 Counselor	1 Counselor		
		2 Placement Technicians	4 Placement Technicians	2 Placement Technicians	1 Place Techn
Number 2 19 February to 1 March		1 Receptionist-Monitor	1 Receptionist-Monitor		
	1 Counselor		1 Counselor		1 Couns
	2 Placement Technicians	2 Placement Technicians	3 Placement Technicians	1 Placement Technician	
Number 3 18 March to 29 March	1 Receptionist-Monitor	1 Receptionist-Monitor			
			3 Counselors	1 Counselor	
	2 Placement Technicians	2 Placement Technicians	3 Placement Technicians	1 Placement Technician	
Number 4 22 April to 3 May					1 Recep Monit
	1 Counselor	1 Counselor	2 Counselors		
	1 Placement Technician	2 Placement Technicians	3 Placement Technicians	2 Placement Technicians	1 Place Techn
TOTALS	2 Receptionist-Monitors 2 Counselors 5 Placement Technicians	3 Receptionist-Monitors 2 Counselors 8 Placement Technicians	2 Receptionist-Monitors 7 Counselors 13 Placement Technicians	0 Receptionist-Monitors 1 Counselor 6 Placement Technicians	1 Recep Monit 1 Couns 2 Pla Techni
	9	13	22	7	4

BY STATE AND TRAINING SESSION

Nebraska	North Dakota	South Dakota	TOTALS
Placement Technicians	1 Placement Technician		3 Receptionist-Monitors 2 Counselors 9 Placement Technicians
1 Placement Technician	1 Counselor		2 Receptionist-Monitors 3 Counselors 3 Placement Technicians
1 Counselor 1 Placement Technician			2 Receptionist-Monitors 4 Counselors 8 Placement Technicians
2 Placement Technicians	1 Receptionist-Monitor 1 Placement Technician		1 Receptionist-Monitor 4 Counselors 9 Placement Technicians
0 Receptionist-Monitors 1 Counselor 6 Placement Technicians 7	1 Receptionist-Monitor 1 Counselor 2 Placement Technicians 4		8 Receptionist-Monitors 13 Counselors 34 Placement Technicians 55

APPENDIX XVI

Field Work Activity

The following is a sample of the explanation and instructions given to the participants.

Field Work Activity.

This activity is designed to provide you with the opportunity to experience or re-experience some of the feelings which many applicants bring with them when they come to you and the Employment Service in their quest of a job.

Specifically, you are requested to give the following exercise a fair try.

1) Assume that you are unemployed and have come as a stranger to Kansas City in search of a job.
2) Construct a partly fictitious work history which can not be checked by a local telephone call. (To make this exercise more valuable and more interesting, it is suggested that you build into your work history a problem such as educational termination at the eighth grade level, a term in a state mental hospital or house of correction, etc.)
3) Dress in casual clothing, or clothing which you observe applicants wearing that does not appear to you to be appropriate.
4) Leave the hotel no later than 8:30 a.m. and begin your quest of a job. You may use any and all resources which occur to you. Feel free to use the newspaper want-ads, private employment service, walk-in, etc.
5) Make at least two attempts to find a job and report back to the hotel by 12:30 p.m.
6) You must find your own means of transportation, however, use of a taxi or personal automobile is not appropriate.
7) If you should be offered a job, decline employment as best you can. If you should be confronted by a problem you can not handle, call a member of the Project Staff at VI 2-1564.

When you have completed the job seeking activity you are to write an essay about the experiences you had during this activity. This essay should include a chronology of events, a journalistic description of what transpired, and a summary explaining what the experiences mean to you.

The following is an example essay.

9:30 a.m.	Made plans for job search. Wrote brief description of plan in advance. Also listed work experience, personal data to be used, most of which was partly fabricated or exaggerated.
10:00 a.m.	Changed to dress clothes in keeping with proposed search for a white-collar position, namely sales. (In-store type sales person.)
10:20 a.m.	Visited downtown store.
10:40 a.m.	Visited another downtown store.
11:15 a.m.	Visited still another downtown store.
11:20 - 11:45 a.m.	Filed application and had brief inconclusive interview at above private employment agency. (name mentioned previously in completed text)
12:20 p.m.	Returned to hotel and luncheon.

"A job search was planned to include a contact only at --- in downtown Denver. Based on real and fabricated evidence of interest and experience in selling an assortment of lines, planned to seek employment in sporting goods, appliances, furniture and other hard lines. However, when I arrived at the personnel office a sign indicated 'no work applications are being taken today.' After consulting with a convenient sales clerk, I was told to check at the counter anyway inasmuch as the sign was not always 'right.' Upon my return to the personnel office, I pointed out the sign and asked the receptionist if the message was accurate. She then removed the sign, stating that they were in fact taking applications today, but that there were no openings for men.

"Following this unfruitful contact, I decided to try for similar work at the D---- Company. I entered their personnel office and inquired of the woman behind the counter as to job openings. She said, 'Put out your cigarette,' grunted, and handed me, very coldly, a company application and pointed to a wall counter where four other men and women were filling out the same form. I talked briefly with one of them and learned we probably would merely submit the application and not necessarily be interviewed, so I left.

"Inasmuch as I didn't wish to be completely foiled in this project, I decided to make one more contact. I decided on a private employment agency, and after checking the office directories in several business buildings, I located what turned out to be the S---- Personnel Agency. I entered, noting the very plush appointments, to be greeted warmly by the receptionist. I asked about openings and was provided with an application and a contract. I spent roughly 20 minutes in compiling the necessary information. It did not appear that I would be interviewed before 12 noon so I tried to get her to commit herself with respect to specific sales openings, which she earlier had said were plentiful. She continued in this view, to keep me interested (I felt) and also related that 'things in general were tight and even the M---- Company might lay off or move soon.' At this point I noted conflicting data which I had mistakenly entered on the application and, not wishing to create a problem, I excused myself and said I would be back after 1:00 p.m. for the interview.

"First of all, anything relating to falsification or misrepresentation leaves me 'cold' and I felt mighty nervous and uneasy; therefore, the project did not give me a fair position from which to adequately judge my reactions. I felt I was treated okay at P----, if that is the way their personnel people operate. They did inform me that I could come back Thursday or Friday. My experience at D---- seemed to me to be unusual--I couldn't feature such cold treatment in such a well-established firm; however, maybe this develops as the size of the firm increases. I was highly impressed with the service offered by the private agency. Very cordial, friendly, though business-like, and a certain degree of personal interest. I think they would have gotten their 60 % without too much objection had the situation progressed through the actual placement. The entire search brought back a number of personal feelings that I recalled from actual experiences possibly 14 years ago. I felt a certain discouragement, and a feeling that at times I was facing a stone wall. I also felt exhausted after the three contacts physically because of the considerable area covered, and mentally because of the normal tension one probably develops when out seeking work plus, in this case, additional tension due to my built-in resistance to unorthodox behavior. On the whole, an interesting experience. I think it did succeed in my viewing a situation from a completely different point of view. I would expect also that had I been of a different color my reception would have been even colder and more discouraging."[1]

---

[1] Higman, Howard; Hunter, Robert; and Adams, W. T., The Colorado Story. Boulder, Colorado: Bureau of Sociological Research, Institute of Behavioral Science, University of Colorado, 1965, pp. 68 and 69.

The activity was created to graphically illustrate, to the Employment Service employee participants, what it is like on the other side of the desk. It was hoped that this activity would give the training participants a clearer understanding of the feelings which job applicants have concerning the experience of seeking a job.

Drawn from their accounts of the days events, the following quotations illustrate the reactions, emotions, and thoughts which the participants experienced.

I. "After organizing my falsehoods and fears, I set out to conquer todays punishments."

"While having breakfast I formulated a plan for searching for a job."

"I thought about the role I would play and the type of job I would apply for this morning."

II. "As I walked downtown I was aware of an uneasiness (reluctance) . . . I can't pinpoint how I felt but my feeling was composed of reluctance, fear, helplessness, and if extended over a considerable length of time, I can see where it might include hopelessness and even panic."

III. " . . . man there's a lot of people here my chances won't be good."

"I could feel all the other applicants staring at me."

"I felt somewhat out of place."

IV. "The waiting area was small and I felt uneasy while trying not to trip anyone passing through."

"The store was a large one and the application process was rather lengthy and very impersonal."

"Some individuals around me, who were colored persons, were not treated as nicely as I."

"I felt at a distinct disadvantage, inferior at not having a job and helplessly dependent at having to ask for assistance and an audience."

"Even with the kindness I found the whole experience unpleasant."

"It was interesting but I'm glad it's over."

"Everyone was cordial, but information is sure hard to come by."

APPENDIX XVII

"Model Employment Service"

Programs I, II, III, IV

MODEL AGENCY

SESSION I

1. As a secondary action to the formal chain of command have one person to serve as a liaison person to by-pass the chain and take grievances or suggestions to the manager.

2. The U. I. section be located in a separate building from E. S. because of the identification problem.

3. Additional staff -- especially clerical.

4. More effective management -- formalized training for chain of command -- upward evaluation of chain of command as a tool to seek more effective management.

5. A trained public relations man. One in larger offices and an area public relations man for smaller offices.

6. We have a Job Order Control Technician to take the orders and work the file for applicants immediately.

7. More effective routing of applicants, perhaps through monitoring, in order to stop some of the rattling around from desk to desk.

8. Eliminate policy of giving only one referral at a time.

9. Use of IBM computer in file search.

10. More Placement Interviewers making employer visits.

11. More selective screening of prospective employees.

12. Make the six month probationary period worth something. At the end of six months either hire or fire.

13. Every office needs a qualified counselor, no matter how small the office.

14. Re-evaluation of all reports to see which are necessary evils and which could be done away with.

15. Revise and update the E. S. manual into words an average person can understand.

16. Less emphasis put on statistics and more on human relations.

17. We need working supervisors to prevent people from looking at the ceiling while other interviewers are working their heads off.

18. Staff members who do not have direct public contact be placed away from public contact employers.

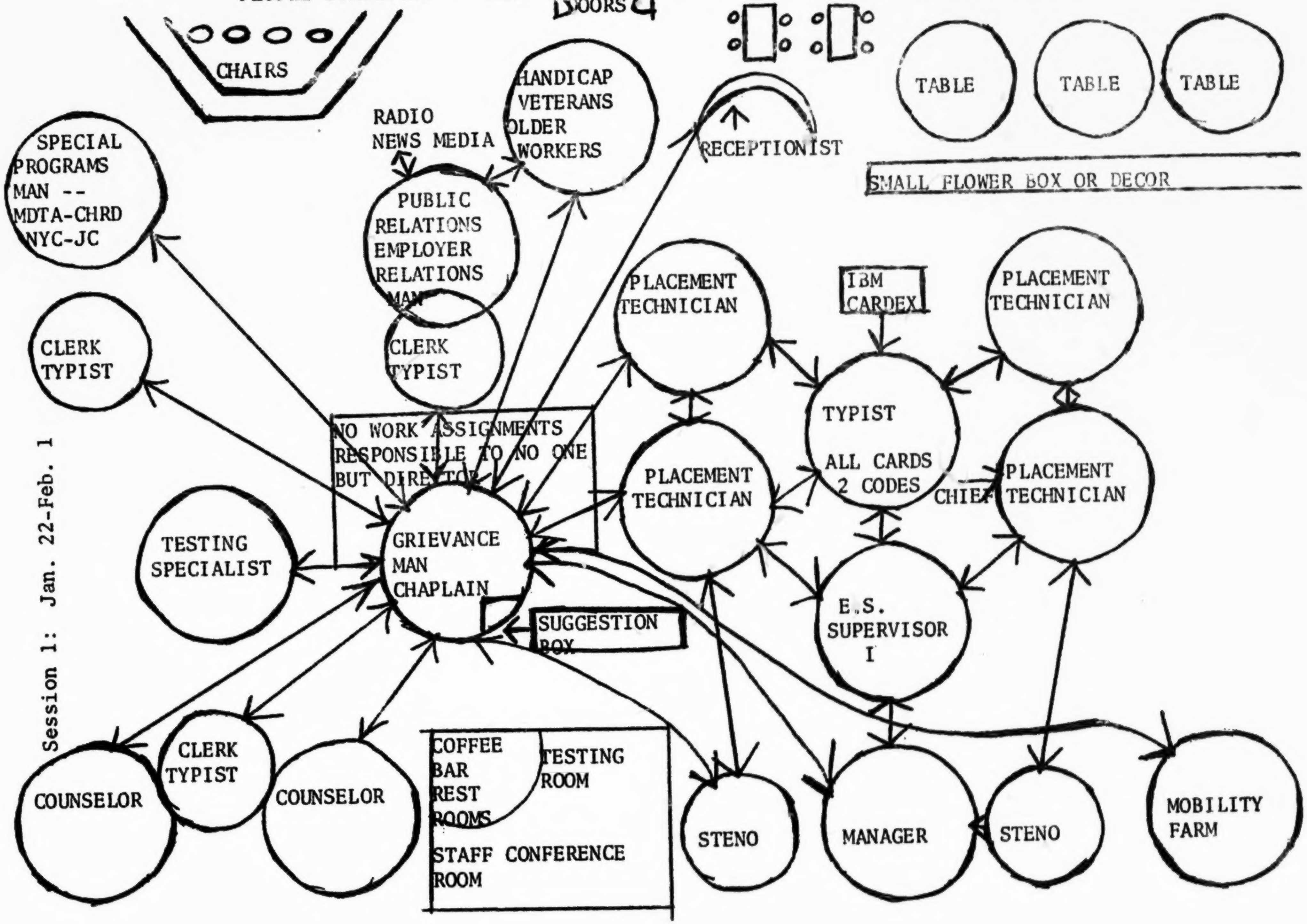
19. Re-evaluation of clearance procedures to see if some red tape could not be done away with and faster service provided. More freedom in use of telephone and modern equipment.

20. All relevant information to placement should be made available to Placement Technician by the Counselor.

21. The public image of the E. S. is at an all time low; REASON - such a strong policy on the hard core unemployed that other areas go lacking for money and publicity.

22. Lack of professionalism among employees.

MODEL AGENCY BASED ON APPROXIMATELY 25,000 POPULATION
YOU MAKE THE DIFFERENCE -- REGARDLESS OF FACILITIES --
PEOPLE STRUCTURE -- TEAM STRUCTURE -- PEOPLE THE MOST IMPORTANT PART


DOORS
CHAIRS
TABLE
TABLE
TABLE
RECEPTIONIST
SMALL FLOWER BOX OR DECOR
HANDICAP VETERANS OLDER WORKERS
RADIO NEWS MEDIA
PUBLIC RELATIONS EMPLOYER RELATIONS MAN
SPECIAL PROGRAMS MAN -- MDTA-CHRD NYC-JC
CLERK TYPIST
CLERK TYPIST
NO WORK ASSIGNMENTS RESPONSIBLE TO NO ONE BUT DIRECTOR
GRIEVANCE MAN CHAPLAIN
SUGGESTION BOX
TESTING SPECIALIST
PLACEMENT TECHNICIAN
PLACEMENT TECHNICIAN
IBM CARDEX
TYPIST ALL CARDS 2 CODES
PLACEMENT TECHNICIAN
CHIEF PLACEMENT TECHNICIAN
E.S. SUPERVISOR I
COUNSELOR
CLERK TYPIST
COUNSELOR
COFFEE BAR REST ROOMS
TESTING ROOM
STAFF CONFERENCE ROOM
STENO
MANAGER
STENO
MOBILITY FARM

Session 1: Jan. 22-Feb. 1

MODEL EMPLOYMENT SERVICE

SESSION II

I. Effective Intake

    A. Good receptioning

    B. Monitoring, Application taking and Coding

    C. Applicant orientation

    D. Routing to proper technician

II. Communications System

    A. Recording device

    B. Information center

        1. Telephone

        2. Personal

        3. Employer

III. Flexible cadre (mobility staff)

IV. Morale Problems

    A. Staff meetings and Training

    B. Group processing

    C. Supervision - responsible

V. Team Work

    A. All departments

VI. The Manual

    A. Guideline - not a Bible

VII. Special Programs

- A. Current information about all programs
- B. Extension of services to outlying communities

VIII. Change

- A. Receptive attitude toward change
  - 1. Education for Staff and Supervisors
    - a. In service
    - b. Out service
  - 2. Equipment
    - a. IBM Sorter
    - b. Recording device
    - c. Letter opener
    - d. Video tapes - Counseling and Staff Training
  - 3. Applicant service (Job Development)

AS A MANPOWER CENTER TO MORE EFFICIENTLY SERVE THE APPLICANT AND EMPLOYER NEEDS!

MODEL EMPLOYMENT SERVICE

SESSION III

Goal: To perform an efficient job in securing employment for as many people as possible by molding the Employment Service to fit the needs of its applicants.

Objective: Fuller expansion of an area approach with Metropolitan regions utilizing teams in the outskirts.

I. Model Agency System

   A. Evaluation Unit

      1. Intake

      2. Determine needs of applicants

      3. Decide upon proper procedures in fulfilling applicants' needs satisfactorily

      4. Routing to proper unit contingent upon applicants' particular needs

   B. Counseling, Training, Special Services Unit

      1. Idea of Special Services is to provide people with room and board, carfare, etc. - a one to one relationship that certain applicants require

   C. Placement Unit

      1. Operation similar to present Employment Service set up

II. Team System

   A. Number involved dependent upon needs of area.

   B. Each member knowledgeable in all aspects of Employment Service, therefore, titles meaningless

   C. Located in team stations and space alotted to them in Main Office, thus allowing maximum flexibility and mobility

      1. Team will bring Employment Service to those who wouldn't otherwise receive it

      2. Team enhances closer cooperation with employers

III. Central Office System

A. Stationary functioning employment office

B. Geographical control center

C. Monitor for unemployment "hot spots"

D. Guide mobile team to any area in need of service

E. Information center for applicants and mobile teams

MODEL EMPLOYMENT SERVICE

SESSION IV

Definition: An Employment Service Office which has, inherent in its make-up, the ability to achieve its goal to the satisfaction of both the people it serves and the staff who serve them.

Goal: To provide the optimum of service to both applicants and employers through efficient utilization of staff resources.

Objective: Develop human resources to meet manpower needs of the community.

As outlined in the attached staffing chart the most efficient method of achieving the goal would be to separate the two units of employability development and placement within the office, each with its own supervisor, responsible directly to the manager with clearly defined areas of responsibility.

It is recommended that the manager of the Employability Unit be a fully trained counselor. This would add much to the Unit in that the manager would then have a better understanding and sympathy for the problems encountered by the staff of the Unit in working with applicants towards employment goals.

It is recommended that intake interviewers be used to complete and classify applications of individuals seeking employment with the freedom to discuss applicants with both placement interviewers and counselors and to route applicants to either section on the basis of their findings during initial interviewing.

A test administrator be assigned to give all tests and that he be fully trained in administration and interpretation of all tests used by the Employment Service.

Clerical staff be responsible for scheduling and changing of appointments for the counselors. The thinking here being clerical staff would always be available should any interviewer have someone they wanted scheduled for counseling whereas the counselor might not be available. This would facilitate scheduling of service to applicants.

Close contact be maintained with Welfare, Vocational Rehabilitation and other community agencies which could and do provide services to individuals other than those which the Employment Service could provide.

Placement Technicians and Interviewers be permitted to visit employers or accounts with whom they work to establish and maintain a satisfactory working relationship. This would be in addition to that visiting done by the Employment Service Representative (E.S.R. or E.R.R.).

Research be done into new selection methods and training of personnel. Group Process as part of the training program be given by a consultant hired by the State in an advisory capacity (should be an outside, professional consultant - Dr. Doerr?).

Staff conferences be held as follows:

1. Entire staff-policies, programs, etc.
2. Divided sections or units, i.e., placement, etc.
3. Team conference (counselor, interviewer, applicant)

Informational bulletins be distributed to staff members when training is not feasible (i.e., let the people know what is going on policy wise, program wise, etc.).

Provide service directly to the applicant. Not channel him to a dozen different places. (With the proposed set-up of the office this would be possible in that the applicant would go directly from the intake interviewer to placement if ready for this; otherwise he would go directly to employability development if this were needed.

Methods of communication between the office and the public be updated. In other words eliminate the present routine sending of letters to householders, etc., and use a more modern method of communicating. This to be further explored.

The manager, as set out in the proposed chart, would be mainly involved in planning, public relations, providing direction towards accomplishment of goals and assisting the two Unit managers in staff utilization, training, etc. The manager should have more freedom of operation.

The specialists such as LMA, ERR, Test Administrator, and Statistician are set out separate from the two Units in direct line with the manager as it was felt these people provided assistance to and obtained information from both Units. While possibly not on an equal basis to both Units, this type of organization would provide more flexibility. That is, if the Employability Unit needed the services of the ERR or LMA, these would be readily available in this kind of an organization where it may not be so were these individuals assigned within a particular Unit.

Appendix XVIII

Training Session Programs

The Missouri Valley Staff Development Project for Employment Security Personnel is an experimental research and demonstration project. This program has been designed to assist the Employment Service team in:

Establishing better interpersonal relationships with:
  - Employment Service staff members
  - Persons in the business community who use the Employment Service

Developing better methods of communications with one another, which should produce greater understanding and appreciation of the duties, responsibilities, successes, and problems

Developing the cooperative spirit which is required if an effective and efficient working team is to be forged

The creation of more satisfying ways of accomplishing the goals of the Employment Service

The continuous creation of the type of "Public Image" the Employment Service deserves and desires in the total community.

The theme of the training program being proposed can be summed up in the phrase -- "a more efficient team".

PURPOSE, GOALS, AND OBJECTIVES

A close working relationship has existed between the University of Missouri - Kansas City and the Employment Service for a number of years. This relationship has provided several opportunities for formal and informal observation of the Employment Service's function and day-to-day operation, and for interaction with personnel, both on and off the job. This contact has made it possible to see the Employment Service from a point of view difficult for its own personnel to obtain. From these experiences the following observations have been drawn:

> The Employment Service is a team with considerable means, energies, and abilities which it exerts in a tremendous effort to accomplish the goal for which it was created -- the optimum development of human resources. This team is composed of many distinct persons, each with a unique personality and ideas of where and how he fits into the team and how the team should function in order to make its goal a reality. These varied points of view and methods of approaching the common goal, combined with often unknown attitudes held by employers and clients concerning the function, operation, and ends of the Employment Service, produce situations which sometimes find team members striving to accomplish the same thing, but in such ways that they hinder one another.
>
> Sympathetic understanding of the special duties, needs, responsibilities, and problems attached to each of the many team positions within the Employment Service must be fostered in a way designed to make Employment Service personnel aware that no job need be, nor can be done in isolation and that every job is vital to and inseparable from the team effort.

On the basis of these observations, it may be concluded that a special set of experiences can be combined to form a training program capable of providing the opportunity for:

> Employment Service personnel to take a fresh look from a different point of view at the various components of the Employment Service team.
>
> Employment Service personnel to find ways to increase cooperation in the direction of their efforts toward the accomplishment of their common goal.
>
> Employment Service personnel to discover better ways to relate to and work with each other and with clients and employers.

The specific goal of this program is to provide an opportunity for a selected group of Employment Service personnel to bring to bear the collective weight of their knowledge, experience, and opinion in an effort to:

> Identify and define the current critical problems of the Employment Service.
>
> Develop both ideal and practical solutions for these problems.

Test the reasonableness and workability of the solutions formulated.

Explore the realities of the rules, regulations, limitations, and areas of freedom within the framework of the Employment Service.

Discover how the feelings, attitudes, and opinions of each individual Employment Service employee effects the attitude of and service given to employers and clients.

The culminating activity of this training session will be the creation of a "Model Employment Service." This definite assignment will afford the participants the opportunity to bring together, in a concrete form, the end-product of their learning experiences.

This model will be presented to and evaluated by a local office manager, a representative of a state office, and a representative of the regional office.

No specific content, other than "Group Process" and a weekend at the Sheraton-Elms, has been formulated for this training session. The training staff and Advisory Committee believe that only the professionals who make up the personnel of the Employment Service can establish and develop the content of a training program which can adequately fill the training needs and desires of the Employment Service personnel.

The task to which you must commit yourself is the construction and operation of a training program. This program should fulfill your training needs and desires and the above stated goals and objectives. The training staff shall stand ready to assist you in any way requested, such as acquisition of consultants, securing information, and making desired arrangements.

With conscientious, creative team work on the part of the participants and competent, responsive effort on the part of the training staff this training session can be informative, beneficial, and enjoyable.

PROGRAM I

PARTICIPANTS

Bette Clanton	Kansas City, Missouri
Leona Edwards	Grand Forks, North Dakota
Virginia Hall	Lincoln, Nebraska
Sandra Heitman	Hutchinson, Kansas
Betty Jackson	Poplar Bluff, Missouri
Dorothy Madden	Scottsbluff, Nebraska
Calvin McMillin	Columbia, Missouri
Joe Pulliam	Springfield, Missouri
Jesse Schupback	Hannibal, Missouri
Al Sigrist	Atchison, Kansas
Betty Stipanovich	Des Moines, Iowa
Stanley Vallier	Parsons, Kansas
Donna West	Kansas City, Missouri
Bob Wilson	Wichita, Kansas

STAFF

Dr. Bill E. Jessee
Kenneth K. Kern
Charles J. O'Leary
June Weigand
Mary Ellen Burke

MONDAY - JANUARY 22, 1968

8:00 A.M. - 12:00 Noon

Plaza Inn

45th and Main Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Missouri Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation - Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri - Kansas City

3:00 P.M.

Top of the Towers

Homework Assignment - Participants Seminar - Job Satisfaction

Each participant is asked to prepare for the Tuesday Participants Seminar a concise written statement of his thoughts on the following questions:

1. "Why am I an employee of Employment Security?"
2. "What satisfactions do I get out of my job?"
3. "What are the satisfactions I could receive, but are blocked for one reason or another?"
4. "What are the satisfactions that are received by myself, my colleagues, and supervisors?"

TUESDAY - JANUARY 23, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself.

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Participant Seminar

"I dare you to tell me what you like about your job."

Topic: What are the satisfactions of working for the Employment Service?

Goal: Increasing the awareness that different people find different rewards in the jobs they do.

3:00 P.M. - 5:00 P.M.

Plaza Inn

Consultant Session

"I dare you to find out the other fellow's point of view."

Problem: How can the Employment Service give better service to employers?

Consultants:

Bonnie L. Sims, Personnel Assistant
University of Missouri - Kansas City

C. S. Atwood, Personnel Manager
Vickers Corporation
Omaha, Nebraska

WEDNESDAY - JANUARY 24, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultant Session

"I dare you to find a better way to communicate."

Problem: Organizational communication: horizontal and vertical - how is it accomplished?

Consultants:

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

M. W. Buffon, Executive Director
Kansas State Employment Service

James Writesman, Office Manager
Missouri State Employment Service
Kansas City, Missouri

Thomas Miller, Professor, Business Administration and Human Relations
University of Missouri - Kansas City

Goal: Exploration of better means and modes of communication with peers, subordinates, and superiors.

Roger Shields, Administrator of Personnel Service
Trans World Airlines
Kansas City, Missouri

George Neerman, Office Manager
Kansas State Employment Service
Kansas City, Kansas

Lester Kafka, Field Supervisor
Nebraska State Employment Service

Goal: To better understand the point of view of the employer and to discover better ways to serve the employer.

THURSDAY - JANUARY 25, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participants Seminar

"I dare you to build one."

Topic: Construction of a model employment agency that would operate efficiently through cooperation.

Goal: To focus the participants attention on the problems of the Employment Service and to actively seek solutions for these problems.

Plans for the model agency shall be submitted in writing to project staff Friday morning.

3:00 P.M. - 5:00 P.M.

Plaza Inn

Participant Seminar

"I dare you to tell me what you feel."

Topic: How do we feel toward:
1. Clients
2. Employers
3. Local office personnel
4. Local office managerial and supervisory staff
5. State administrative staff
6. Regional administrative staff

Goal: The goal of this activity is to produce:

(1) an awareness and identification of their attitude concerning their work situation,

(2) a better understanding of their co-workers' attitudes, and

(3) an understanding of how satisfaction and attitudes interact to produce behavior.

5:00 P.M. - 7:00 P.M.

Plaza Inn

Dinner

7:00 P.M. - 10:30 P.M.

Field Work Experience

Observation of cohesion, cooperation, and teamwork in operation. This experience is directly related to Thursday's Participant Seminar.

FRIDAY - JANUARY 26, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultant Session

"I dare you to defend your model agency."

Problem: What are the pros and cons of your model agency?

Consultants: Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Goal: To discover which of the participants' ideas are feasible and could be put to use by the Employment Service and which of their ideas are not feasible and why.

4:30 P.M.

Plaza Inn

Depart for Sheraton-Elms Hotel

SATURDAY - JANUARY 27, 1968

9:00 A.M. - 12:00 Noon

Sheraton-Elms

Group Process

"I dare you to find out about yourself."

12:00 Noon - 2:00 P.M.

Sheraton-Elms

Lunch

2:00 P.M.

Sheraton-Elms

Informal Interaction

SUNDAY - JANUARY 28, 1968

12:00 Noon - 2:00 P.M.

Sheraton-Elms

Lunch

2:00 P.M. - 5:00 P.M.

Sheraton-Elms

Group Process

"I dare you to find out about yourself."

6:00 P.M.

Sheraton-Elms

Depart for Plaza Inn

MONDAY - JANUARY 29, 1968

7:00 A.M.

Plaza Inn

Field Work Experience

TUESDAY - JANUARY 30, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participants Seminar

"I dare you to tell me what happened and why."

Topic: Group evaluation of field work experience.

Goal: To evaluate what the participants learned in the field work experience, and how these experiences can be applied to their jobs.

3:00 P.M. - 5:00 P.M.

Plaza Inn

"I dare you to look in the mirror."

Consultants Session

Problem: How does the Employment Service appear from the other side of the desk?

Consultants: Persons who have sought jobs through the Employment Service.

Goal: To provide the participants insight into how the job applicant sees the Employment Service, and the people that work for the agency.

WEDNESDAY - JANUARY 31, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultation Session

"I dare you to look again at what you can do for others."

Problem: The Employment Service, the Employer, and Special Programs; what are the pros and cons?

Consultants: Donald Bishop, Office Manager
Kansas State Employment Service
Kansas City, Kansas, Youth Opportunity Center

Richard Gilliland, Deputy Job Corps Regional Administrator
Kansas City, Missouri

William Weimer, Outreach Representative
Missouri State Employment Service
Kansas City, Missouri, Youth Opportunity Center

Fordice Rogers, Personnel Manager
Commerce Trust Company
Kansas City, Missouri

Goal: To provide the participants with a fuller knowledge and appreciation of special Employment Service programs designed to serve disadvantaged persons and the reaction of employers to these programs.

THURSDAY - FEBRUARY 1, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participant Seminar

"I dare you to think."

Topic: Implications and applications.

Goal: To provide the participants with the learning experience of actively attempting to arrive at creative alternative solutions to the problems encountered in working for the Employment Service.

FRIDAY - FEBRUARY 2, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Participant Seminar

"I dare you to speak up."

Topic: Evaluation.

Goal: Telling the project staff where to go, and what to do when they get there.

PROGRAM II

PARTICIPANTS

Johnnie Mae Anderson	Sioux City, Iowa
Robert L. Bitner	Devils Lake, North Dakota
James H. Chilcutt	Springfield, Missouri
Charles E. Cohen	Jefferson City, Missouri
Mary C. Collins	Dubuque, Iowa
Grace M. Connelly	St. Louis, Missouri
Wilma French	Hutchinson, Kansas
Gladys Gordon	Wichita, Kansas
Edith E. Gustafson	Sioux City, Iowa
Helen Jenkinson	St. Louis, Missouri
William Knapp	Goodland, Kansas
Jean I. Parker	Fremont, Nebraska
David Strickland	Kansas City, Missouri

STAFF

Dr. John J. Doerr
Kenneth K. Kern
Charles J. O'Leary
Mary Ellen Burke

MONDAY - FEBRUARY 19, 1968

8:00 A.M.

Aladdin Hotel

1213 Wyandotte Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Kansas Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation - Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri - Kansas City

Evening

Aladdin Hotel

1213 Wyandotte

Creative Communication

Participants are asked to prepare, for presentation during the Dialogue - Consultants and Participants on Tuesday, February 20, their ideas on an efficient, functioning communications system within the Employment Service.

The following questions are intended to be used as possible stimulators to assist you in this preparation.

(1) Why is there a need for an effective system of communication - or is there?

(2) Do the present lines of communication utilize all possible alternatives?

(3) How effective are these lines of communication (what criterion should be used in considering this question?)?

(4) Is the degree of effectiveness a result of use, misuse, or disuse of the rules and regulations of the Employment Service?

(5) What positive changes could be made, keeping in mind present boundaries of rules and regulations?

(6) Are informal communications effective; if so, how can this be fostered between and among receptionists, placement technicians or interviewers, and counselors?

(7) What role does communication play in the effectiveness of special programs such as Human Resources Development and Work Incentive?

(8) What are the important aspects of communication to be considered when working with:
    (a) employers
    (b) applicants
    (c) co-workers
    (d) supervisors and management

(9) Is the present system of communication such that irregular items, or changes can be taken care of?

(10) Is the system that you prepare capable of changing to keep up with changes in the organization?

(11) Would you be satisfied with the communications system which you have proposed?

During the presentation on Tuesday, February 20, consultants will discuss your proposed communications system with you, and explore its possibilities.

TUESDAY - FEBRUARY 20, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Communication

Participants will present to the consultants the communication network constructed the previous evening. The consultants will discuss with the participants possible problems, solutions, and alternatives of this communications network.

Consultants:

John Meystrik, Management Analyst for Administration
Division of Employment Security
Jefferson City, Missouri

J. D. Funnell, Manager II
Kansas State Employment Service
Kansas City, Kansas

Evening

Creative Service to Employers

Participants are requested to prepare, for presentation during the Dialogue - Consultants and Participants on Wednesday, February 21, ideas of how services rendered to employers by the Employment Service Office may be altered, expanded, or improved upon.

The following questions may be of help to you.

(1) What role does the employer play in the operation of the Employment Service?

(2) Are the services offered by the Employment Service the same as those desired by employers?

(3) What are the problem areas in dealing with employers?
    (a) What services does the employer desire that he does _not_ receive?
    (b) What services are available that the employer does _not_ use?

(4) How do employers feel toward special programs such as Human Resource Development and Work Incentive? (What are the points of consideration regarding these programs?)

(5) How can better communications and working relationships between the Employment Service and employers be fostered?

(6) What effect do the present rules and regulations of the Employment Service have on the relationship between employers and the Employment Service?

(7) Is this effect a result of use, misuse, or disuse of the rules and regulations?

(8) Is the underlying philosophy of the ideas presented, one that you are comfortable with?

Within the Dialogue - Consultants and Participants on February 21, you will have an opportunity to discuss service to employers with a managerial representative of the Employment Service, and two employers.

WEDNESDAY - FEBRUARY 21, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Employers

Participants will present to the consultants the employer service schema constructed the previous evening. The consultants will discuss with the participants possible problems, solutions, and alternatives to this schema.

Consultants:

Paul Custer, Local Office Manager
Missouri State Employment Service
Joplin, Missouri

Jack Insko, Industrial Relations Manager
Paul Mueller Company
Springfield, Missouri

Clair H. Schroeder, Vice-President
City National Bank & Trust Company
Kansas City, Missouri

THURSDAY - FEBRUARY 22, 1968

9:00 A.M.

Group Process

The remainder of the day has been set aside for the participants to be creative either individually, in pairs, trios, or as a group as they see fit. Kansas City offers a gourmet's menu of places to see and things to do.

FRIDAY - FEBRUARY 23, 1968

9:00 A.M.

Group Process

Lunch - Check Out

1:30 P.M.

Dialogue - Consultants and Participants

The participants are to be afforded the opportunity to discuss with two applicants what an applicant sees, hears, and feels when he uses the service.

Consultants:

Guyrinder Abner, Kansas City, Missouri

Richard W. Rodgers, Kansas City, Missouri

4:30 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - FEBRUARY 24, 1968

Lunch

Group Process

SUNDAY - FEBRUARY 25, 1968

Lunch

Group Process

Check Out

6:00 P.M.

Depart for Kansas City, Missouri

MONDAY - FEBRUARY 26, 1968

Field Work Activity

Evening

Creative Service to Applicants

Participants are requested to prepare, for presentation during the Dialogue - Consultants and Participants on Tuesday, February 27, suggestions of how services rendered to applicants by the Employment Service Office may be altered, expanded, or improved upon.

The following questions may be helpful to you.

(1) What role does the applicant play in the operation of the Employment Service?

(2) Are the services offered by the Employment Service the same as those desired by the applicants?

(3) What are the problem areas in dealing with the applicants?
    (a) What services does the applicant desire that he does not receive?
    (b) What services are available that the applicant does not use?

(4) What do special programs such as Human Resources Development and Work Incentive have to offer the applicant that was not available to him before?

(5) How do applicants feel toward special programs such as Human Resources Development and Work Incentive? (What are the points of consideration regarding these programs?)

(6) How can better communications and working relationships between the Employment Service and applicant be fostered?

(7) What effect do the present rules and regulations of the Employment Service have on the relationship between applicants and the Employment Service?

(8) Is this effect a result of use, misuse, or disuse of the rules and regulations?

(9) Is the underlying philosophy of the ideas present, one that you are comfortable with?

During the Dialogue - Consultants and Participants, February 27, you will have an opportunity to discuss these ideas with a managerial representative of the Employment Service, and with a Human Relations expert.

TUESDAY - FEBRUARY 27, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Applicants

Participants will present to consultants their ideas on services to applicants. The consultants will discuss with the participants possible problems, solutions, and alternatives to these ideas.

Consultants:

Cary Haynes, Occupational Analyst
Missouri State Employment Service
Kansas City, Missouri

Dr. Frank N. Willis, Professor - Psychology
University of Missouri - Kansas City

WEDNESDAY - FEBRUARY 28, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Creativeness in Action

Mr. Ray Williams, Employment Service Advisor, has held many and varied positions within the Employment Service structure and has experienced many of the problems faced by Employment Service personnel in their daily operations.

He will explore with you the many possibilities for handling situations which may arise, and still remain within the regulations as they are presently established.

Consultant:

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

Evening

Model Employment Service

Participants are asked to prepare, for presentation during the Dialogue - Consultants and Participants on Thursday, February 29, an example of an ideal Employment Service local office. (Concern here is with the functions of the office and its personnel; and not with the physical aspects of the office itself.)

The following points might be given consideration in your preparation.

(1) A communication system that is effective.

(2) Services and working relationships afforded the employer.

(3) Services and working relationships afforded the applicant.

(4) The attitudes, expectations, and feelings of: (a) colleagues, (b) employers, and (c) applicants.

(5) The manual; what it is, and what it isn't.

(6) Special Programs.

(7) Change.

(8) The underlying philosophy of the "Model Employment Service".

During the presentation of your plans for a local office operation, you will be able to explore, with three representatives of the Employment Service managerial levels, the various aspects of the "Model Employment Service Office".

THURSDAY - FEBRUARY 29, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Participants will present to consultants their "Model Employment Service Office". The consultants will discuss with the participants possible problems, solutions, and alternatives to this model.

Consultants:

Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

FRIDAY - MARCH 1, 1968

9:00 A.M.

Evaluation

PROGRAM III

PARTICIPANTS

Joe Ander	Cape Girardeau, Missouri
Sandra Cox	Muscatine, Iowa
Charles Hamilton	Coffeyville, Kansas
Marcella Howell	St. Louis, Missouri
Robert Johnson	St. Joseph, Missouri
Joan Klabau	McPherson, Kansas
Vivian Matthews	Fort Madison, Iowa
Norman Mechtel	Waterloo, Iowa
Phil Mullinix	Concordia, Kansas
Charles Ray	Columbia, Missouri
Kenneth Stengel	St. Louis, Missouri
Wendell J. Stutely	Kansas City, Missouri
Glen Uhe	Omaha, Nebraska
Dale L. White	Lincoln, Nebraska

STAFF

Dr. Bill E. Jessee
Kenneth K. Kern
Charles J. O'Leary
Wayman Malotte
Mary Ellen Burke

MONDAY - MARCH 18, 1968

8:00 A.M.

Aladdin Hotel

1213 Wyandotte Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Kansas Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation

Evening

Aladdin Hotel

Workshop: Creative Communication

During this time period the participants shall meet together and shall plan an organized, structured presentation to be made to a communication specialist and a representative of the Employment Service during the Dialogue - Consultants and Participants on Tuesday, March 19. The topic for consideration in this Workshop is "Creative Communication". The participants shall combine their knowledge and experience gained in working within the structure of the Employment Service with their imagination and creative intelligence to form a resource pool from which the presentation shall be drawn. The following points are offered as stimulators for possible consideration by participants in preparing their presentation for the Creative Communication Dialogue.

This evening's workshop shall be used by participants to examine both the nature and quality of the Employer-Employment Service relationship and to explore creative ways of providing the type and quality of service desired. The following ideas may provide fruitful avenues for exploration.

1. The nature and quality of the service(s) which the employer desires from the Employment Service has much significance for both.

2. There are services which the employers desire that the Employment Service does not offer.

3. It is possible, within the framework of the existing agency rules and regulations, that these services can be provided.

4. Several important human factors exist that must be considered in developing an Employer-Employment Service relationship which is mutually beneficial.

From the discussion of these points, and concerns found to be important by the participants, the fabric of a presentation worthy of serious consideration shall be woven. This presentation should be formulated around the creation of better service to employers and the proper development of the type of Employment Service personnel required to render such services. Format for the presentation shall be the choice of the participants and shall communicate clearly and concisely the experience and knowledge of the participants to the consultants present during the Dialogue - Consultants and Participants - Creative Service to Employers on Wednesday, March 20. The presentation shall certainly reflect the high standards of the Employment Service.

Staff members shall be present during the workshop to assist the participants in any way requested.

TUESDAY - MARCH 19, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Communication

The "ideal, but realistic plan to enhance the type of human communication required for optimum accomplishment of the goals of the Employment Service" which was formulated by the participants on Monday evening shall be presented to

John Meystrik, Management Analyst for Administration
Division of Employment Security
Jefferson City, Missouri

Art Roehlke, Counseling Supervisor
University of Missouri - Columbia

who have agreed to serve as consultants. Participants and consultants shall be prepared to discuss together the possible problems, solutions, failures, successes, and alternatives which are contained within this plan.

Evaluation

Evening

Workshop: Creative Service to Employers

Employers play a critical role in the functioning of the Employment Service. Frequently, the services offered, the manner in which they are offered, and the special programs promoted by the Employment Service, the services desired, the services offered, but unrequested or not desired, and the acceptance of special programs by the employer determine the quality of the Employer-Employment Service relationship.

WEDNESDAY - MARCH 20, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Employers

Three knowledgeable and imaginative consultants

Paul Custer, Local Office Manager
Missouri State Employment Service
Joplin, Missouri

Clair H. Schroeder, Vice-President
City National Bank & Trust Company
Kansas City, Missouri

John Weaver, President
Kansas City Plastic Laminating Company
Kansas City, Missouri

have agreed to listen and react to the ideas contained in the presentation which was constructed by the participants on Tuesday evening. Participants and consultants shall be prepared to examine with care the ideas and reactions for creative and workable solutions to providing better service to employers.

Evaluation

THURSDAY - MARCH 21, 1968

9:00 A.M.

Group Process

The remainder of the day has been set aside for the participants to be creative either individually, in pairs, trios, or as a group as they see fit. Kansas City offers a gourmet's menu of places to see and things to do.

FRIDAY - MARCH 22, 1968

9:00 A.M.

Group Process

Lunch

Check Out

1:30 P.M.

Dialogue - Consultants and Participants

The Applicant: His View of the Employment Service

Not often is one provided the opportunity to see himself through the eyes of another human being. Two consultants who have used the Employment Service in an attempt to find employment and/or training shall provide participants with this opportunity.

It is suggested that the participants focus attention on the consultants' feelings of satisfaction, frustration, disappointment, rejection, success, impatience, and contentment, rather than what "things" should have or could have been done in a different manner. The feelings of these applicants are a reflection of one aspect of the service provided by the Employment Service.

Evaluation

5:00 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - MARCH 23, 1968

Lunch

Group Process

4

SUNDAY - MARCH 24, 1968

Lunch

Group Process

Check Out

6:00 P.M.

Depart for Kansas City, Missouri

MONDAY - MARCH 25, 1968

Field Work Activity

1:30 P.M.

Workshop: Creative Service to Applicants

Friday afternoon and this morning the participants in the Missouri Valley Project have had an opportunity to discover how the applicant sees and feels about the Employment Service. This information combined with the participants' knowledge of applicant needs and attitudes, and experience in dealing with applicants should provide a foundation for the presentation required for Tuesday's Dialogue - Consultants and Participants - Creative Service to Applicants. This workshop period should be devoted to an examination of how Employment Service personnel can, within the boundaries of agency rules and regulations, provide applicants with more effective and more satisfying service.

The following statements may provide some direction towards preparation for Tuesday afternoon's activities.

1. An Employment Service employee should take into account the applicant's feelings and attitudes.

2. There are methods by which an applicant can be made to feel that he is a human being who is of value and possesses dignity.

3. It is possible that information concerning special programs such as Human Resources Development be effectively communicated to the applicant.

4. Some Employment Service personnel possess attitudes concerning applicants which handicap them in their relationship with applicants. These attitudes can be changed.

5. Applicants desire services that are not provided by the Employment Service.

6. Within the framework of existing agency rules and regulations, these services could be provided.

7. Changes in the agency rules and regulations are necessary, if better service is to be given to applicants.

This preparation should be structured in such a way that the consultants in Tuesday's Dialogue are presented an organized set of facts, opinions, and ideas concerning Creative Service to Applicants. The participants' presentation should be such that reaction is elicited from the consultants and meaningful discussion is fostered among participants and consultants.

Staff members shall be present during the workshop to assist the participants in any way requested.

TUESDAY - MARCH 26, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Applicants

The "facts, opinions, and ideas concerning Creative Service to Applicants" which constitute the core of this Dialogue shall be presented to:

Phyllis Johnson, Counseling Supervisor for Youth Opportunity Center
Missouri State Employment Service
St. Louis, Missouri

Walter Williams, Supervisor of Youth Services
Missouri State Employment Service
Jefferson City, Missouri

Dr. Jane Berry, Director, Continuing Education for Women
University of Missouri - Kansas City

These consultants are knowledgeable in the areas of human relations and the goals and operations of the Employment Service. Participants and consultants are expected to engage in a meaningful discussion of creative ways for Employment Service personnel to serve applicants.

Evaluation

WEDNESDAY - MARCH 27, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultant and Participants

Creativeness in Action

When a man is, in a few years, able to advance rapidly through positions of greater and greater responsibility, it becomes obvious that such a man "has something on the ball". The young man who is capable of such upward mobility is a man of creative intelligence, of vision, of ideas. He is a man who is willing to test the limits imposed by the organization, to fight for the right to give his ideas a fair trial, and to visualize and promote better ways of serving people and accomplishing the goals of the organization.

Such a man is

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

the consultant who has agreed to talk with the participants during today's Dialogue. The participants are encouraged to use Mr. Williams as a sounding board for their ideas of:

1. how the Employment Service can be more effective
2. how Employment Service personnel can become more effective
3. how Employment Service personnel can become an efficient smoothly operating team
4. how special programs can better accomplish the objectives for which they were designed
5. how Employment Service personnel can gain greater or increased job satisfaction

6. how Employment Service personnel can better communicate with their superiors

7. how Employment Service personnel can solve some of the problems they face daily

Each participant shall prepare for this Dialogue by committing himself to a period of serious consideration of the above points and/or areas of personal significance to which he would desire Mr. Williams to react. As an aid to Mr. Williams' preparation for this Dialogue each participant shall submit a list of three or four ideas and three or four problem areas or areas of interest which he desires to discuss with Mr. Williams.

Evaluation

Evening

Workshop: Model Employment Service Office

In preparation for the culminating Dialogue - Consultants and Participants - Model Employment Service the participants shall bring to bear their collective knowledge, experience, and insights in an effort to create and design a Model Employment Service. Optimum service to employer and applicant, efficient team operation, clear, meaningful, empathic communication, and job satisfaction should be a few of the hallmarks of this Model Employment Service. The design should involve as many as possible of the human aspects of an organization created to be run by people for the service of people.

Dialogue - Consultants and Participants - Model Employment Service shall be presented to a representative of a state administrative office, a local office manager, and a representative from the regional office. The presentation shall show imagination, vision, creativity, a desire to serve applicants and employers, and an orientation to the realities of the world as it exists today.

THURSDAY - MARCH 28, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Wide experience, visionary thought, experimental inclination, and practical orientation characterize

Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

the three consultants who have agreed to listen and react to the participants' presentation of a "Model Employment Service". These consultants will examine the participants' ideas for workable solutions to current problems, areas of exploration for future planning, and contributions which have possibilities of producing a more efficient and effective Employment Service.

Evaluation

FRIDAY - MARCH 29, 1968

9:00 A.M.

Evaluation

PROGRAM IV

PARTICIPANTS

Nadean Chambers	Topeka, Kansas
Marvin W. Coons	Hannibal, Missouri
Janet L. Gilbert	Dickinson, North Dakota
Wanda H. Harper	Kansas City, Kansas
Chester H. Hickman	Sidney, Nebraska
Bill Hunt	Chillicothe, Missouri
James E. Kelly	Emporia, Kansas
Charles J. Mottershead	St. Louis, Missouri
Mary F. Naylor	Omaha, Nebraska
Caryl Neinas	Kansas City, Missouri
Margaret L. Perrin	Cedar Rapids, Iowa
Von Price	Cape Girardeau, Missouri
Eldon H. Siemers	Mason City, Iowa
Leo A. Swenson	Grand Forks, North Dakota

STAFF

Dr. John J. Doerr
Kenneth K. Kern
Charles J. O'Leary
Wayman E. Malotte
Dana M. Malotte
Mary Ellen Burke

MONDAY - APRIL 22, 1968

8:00 A.M. - Check in

ALADDIN HOTEL

1213 Wyandotte Street

1:00 P.M. - Luncheon

Top of the Tower

9th and Main Streets

Missouri Room

2:00 P.M

Top of the Tower

Orientation

7:30 P.M.

Aladdin Hotel

Informal Mixer

TUESDAY - APRIL 23, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

QUESTIONS ANYONE?

Questions and Answers: The Goals, Purposes, and Objectives of the Training Program.

Participants utilized the first part of this session to ask questions regarding the purpose of the program and direction to be taken. The second part of the session was used by the participants to discuss and identify problem areas in the Employment Service. During this session participants actively sought program orientation among themselves. They also invited a consultant to meet with them during the 1:30 P.M. session on Wednesday.

7:30 P.M.

PLANNING SESSION

Participants used this session to outline the program for the two week period as determined by identified problem areas and program orientation at which they had previously arrived.

WEDNESDAY - APRIL 24, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

PLANNING SESSION

Consultant Session

Participants chose to use this session to discuss the relationship between the Employment Service and Employers with a personnel administrator of a large company, who requested that he not be identified outside the training session.

7:30 P.M.

PLANNING SESSION

Small group explorations of specific problem areas were carried out from 7:00 P.M. to 8:00 P.M. At 8:00 P.M. the small groups met together and each group reported their ideas on areas of concern and possible solutions within each problem area. Some of the problem areas discussed were:

Personnel Criteria and Training
Communications
Special Programs
Public Relations

THURSDAY - APRIL 25, 1968

9:00 A.M.

Group Process

Lunch

FRIDAY - APRIL 26, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Better Service to Applicants.

Consultants:

Mr. George Gutknecht
Director of Vocational Services
Rehabilitation Institute
Kansas City, Missouri

Mr. Gutknecht spoke with the participants before and after the applicants were in the meeting room. In doing so he provided the participants with a frame of reference to work from and provided a summation for the session.

Mr. Clifford Waller

Mr. Archie Burton

Mr. Charles Curtis Rice

Mr. Edward MgCray

These individuals were obtained from the Kansas City Local Office of the Missouri State Employment Service.

4:00 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - APRIL 27, 1968

Lunch

Group Process

SUNDAY - APRIL 28, 1968

Lunch

Group Process

Check out

4:45 P.M.

Depart for Kansas City, Missouri

MONDAY - APRIL 29, 1968

Participants chose not to take the morning off and use this time for a consultant session.

Consultant Session

NABS -- National Alliance of Business men

Consultant: Mr. Glen Bodisen
Assistant JOBS Manager
National Alliance of Businessmen

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Employment Service Personnel Criteria and Training

Mr. Art Roelke
Counseling Supervisor
University of Missouri - Columbia

TUESDAY - APRIL 30, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Public Relations

Consultants: Mr. Mike Hardikes
Coordinator of Training Logistics
Multi-Purpose Training Center
University of Missouri - Kansas City

Mr. Glen Davis
Special Assistant to Director
Office of Economic Opportunity
North Central Region

WEDNESDAY - MAY 1, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Summation and Model Employment Service Office Office construction.

7:30 P.M.

PLANNING SESSION

THURSDAY - MAY 2, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Wide experience, visionary thought, experimental inclination, and practical orientation characterize

Fred Featherstone, Employment Service Advisor
Region VII

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Ken Hayes, Chief of Local Operations
Iowa Employment Security Commission
Des Moines, Iowa

the three consultants who have agreed to listen and react to the participants' presentation of a "Model Employment Service". These consultants will join with the participants in examining these ideas for workable solutions to current problems, areas of exploration for future planning, and contributions which have possibilities of producing a more efficient and effective Employment Service.

FRIDAY - MAY 3, 1968

9:00 A.M.

EVALUATION

12:00 Noon - Check Out

Depart for Home

APPENDIX XIX

Percentage Comparison of Training Population and Overall Population of Counselors, Receptionist-Monitors, and Placement Technician-Interviewers in Region VII by Opinionnaire Item

KEY

Completed Opinionnaires for 51 trainees were obtained during the fourth session. These completed Opinionnaires were sorted in the three major respondent positions and analyzed in the smme manner as was used for the three sets of Opinionnaires from Counselors, Receptionists and Placement Technician-Interviewers in the overall Region VII population. Analyzed Opinionnaire data from the four training groups was compared with the previous analyzed data from the overall population. Percentage comparison of these data was facilitated by employing four coding categories in terms of which the results of the above comparison could be expressed uniformly. Definitions of the coding categories are presented below:

Agreement (A): when the same response alternative in a given item reaches consensus (66.7%) in both respondent groupings, or when the numerically greatest response category is identical for a given item in both respondent groupings

Disagreement (D): when the consensus or numerically greatest response alternative in the overall respondent grouping is markedly higher or lower than the alternative response percentage for the training group

Magnitude Difference (Z): when respective alternative response percentages indicate the same direction to be shown in both respondent groupings, but slight differences in the percentage magnitudes are sufficient to rule out Agreement

Questionable (Q): when a discrepancy is observed between the response alternative percentages in the two respondent groupings, but such discrepancy(ies) do not constitute a clear difference in respective response percentages

APPENDIX XIX

Part I

Opionnaire Item	Placement-Interviewers	Receptionist-Monitors	Counselors
1	A	A	A
2	D	Q	D
3	A	A	A
4	A	Q	Q
6	Q	Q	D
7	A	D	A
8	Z	D	Z
9-RM	Z	Z	A
9-PT	A	A	A
9-C	A	A	A
10	A	Z	A
10 a	D	Q	Z
11-RM	A	Z	A
11-PT	D	D	A
11-C	D	A	A
12-RM	A	A	A
12-PT	A	Z	D
12-C	A	Q	D
13-RM	/	/	/
13-PT	A	D	/
13-C	/	/	Z

Opinionnaire Item	Placement-Interviewers	Receptionist-Monitors	Counselors
14 yes/no	Z	A	D
14 NA-UC	A	A	A
14-a, 14-b, 14-c	Z	Z	A
14 J/NJ/NA	D	D	A
15-a	A	A	A
15-b	A	Z	Q
15-c	D	Q	D
16	A	A	A
17	D	A	D
18 A	Z	A	Z
18 Insert	A	A	A
19	A	Z	Z
20	A	A	A
21-a	A	Z	D
21-b	D	Z	D
22-a	A	Z	A
22-b	A	Z	Q
23	A	A	A
24	D	D	Z
25	A	A	Z
26	A	D	A
27-a	A	A	D
(Reason) 27-b	A	Z	D
28-a	D	A	D
28-b	A	A	D

Opinionnaire Item	Placement-Interviewers	Receptionist-Monitors	Counselors
29	A	D	D
30	D	A	D
31	A	D	Q
32	A	D	A
33	D	D	A
34-a	D	D	A
34-b	Z	Q	D
35	A	Q	Q

APPENDIX XX

Final Program Evaluation Form

Programs I and II

POST-SESSION EVALUATION

In responding to this evaluation form, please keep the following two definitions in mind:

> Enjoyable: To experience with joy; to receive pleasure from: relish; happiness; gratification.
>
> Valuable: To think of highly; prized; to place a certain estimate of worth on in a scale of values; that quality of a thing according to which it is thought of as being more or less desireable, useful, etc.

1. What do you believe was the most valuable aspect(s) of the Program?

   Why?

2. What do you believe was the least valuable aspect(s) of the program?

   Why?

3. What do you believe was the most enjoyable aspect(s) of the program?

   Why?

4. What do you believe was the least enjoyable aspect(s) of the program?

   Why?

5. Were the staff members enjoyable to work with?

Explain

6. Were the staff members well organized?

Explain

7. Did the staff members seem to be well prepared?

Explain

8. CONTENT: Did the program have proper emphasis?

Explain

9. Did the program appear to be well organized?

Explain

10. Did the program seem to be well prepared?

Explain

11. Was the program realistically oriented?

Explain

ACTIVITIES:

12. What were your feelings about the length of the sessions?

13. What were your feelings about the number of sessions per day?

14. What were your feelings about the number of sessions per program?

15. What were your feelings about the weekend sessions?

16. What were your feelings about the job seeking activity?

17. GROUP PROCESS: What were your feelings about group process as a part of the program? Please explain.

18. FACILITIES: Were you satisfied with your living quarters at the Plaza Inn?

Why or why not?

19. Were you satisfied with your living quarters at the Sheraton-Elms?

Why or why not?

20. Were you satisfied with your meeting rooms at the Plaza Inn?

Why or why not?

21. Were you satisfied with your meeting rooms at the Sheraton-Elms?

Why or why not?

22. What were your feelings about having a room-mate?

23. CHANGES: What things would you add to the program?

24. What things would you delete from the program?

25. OTHER COMMENTS:

APPENDIX XXI

Post-Session Evaluation Forms

Program II

1. "Creative Service to Applicants", February 27, 1968
2. "Creative Service to Employers", February 28, 1968
3. "Model Employment Service", February 29, 1968

POST-SESSION EVALUATION
February 27

1. What did you like about today's activities? (please give examples)

2. What things did you not like about today's activities? (please give examples)

3. What did you gain from this afternoon's session which you can put to use on your job? Please give one or two examples, or explain why you gained little or nothing.

4. Please give short evaluations of the two consultants:

   Mr. Cary Haynes

   Dr. Frank N. Willis

5. What changes or modifications would you make in this afternoon's program?

POST-SESSION EVALUATION

February 28

1. How much did I contribute to this afternoon's program's preparation?

   Little_____Less than average_____More than average_____A great deal_____.

2. My part (conduct) in this afternoon's presentation, compared with other participants, was:

   Minimal_____Less than average_____Better (or more effective) than most_____

   Superior_____.

3. What I did contribute in the preparation and presentation was:

   Apparently trivial_____Moderately important_____Above average importance_____

   Extremely crucial_____.

4. Did the content of our afternoon interchange impress me as being realistic?

   Not very_____Barely_____Yes_____Very much so_____.

5. Did the organization of our afternoon interchange impress me as being good for our purposes?

   No_____Minimally_____Yes_____Definitely_____.

6. How hard did I try to explore (and understand) the point of view of others?

   Very slightly_____Comparatively hard_____Moderately_____With great effort_____.

7. Was my attempt to explore these points of view successful?

   Definitely not_____Moderately_____Better than expectation_____Definitely yes_____.

8. In terms of the outcome(s) of today's presentation and discussion, my satisfaction is:

   Low_____Slightly positive_____Very good_____Quite high_____.

9. Can I, and/or will I, make use of some modifications or partial changes in my work as a result of today's exchange?

No_____Maybe_____Very likely_____Yes_____.

If no, why not?

If maybe, what?

If very likely, what?

If yes, what?

10. Did anything "really new" or "stimulating" stick with me from today's session?

No_____Not sure_____Somewhat_____Yes_____.

11. Did anything go wrong with the session? Yes_____No_____. Please feel free to state briefly what you feel went wrong, regardless of how trivial.

12. Did anything develop today for the first time in the program? Give us a hint.

13. If asked to, I would take part in a similar session as today's:

If I had to_____Probably_____No_____Definitely_____.

14. I evaluate Ray Williams' performance today as:

Moderately good_____Lacking_____Most competent_____Rather ambiguous_____.

15. I suggest that "Creativeness in Action" be _____in Training session III (next month).

Modified_____Discarded_____Kept_____Changed completely_____.

POST-SESSION EVALUATION
February 29

Please check one of the four response alternatives for each item. Please rate yourself; today's program; and today's consultants, where requested. Check the one response blank which best describes you; your feelings and/or your critical evaluation of the item. Check one response per item. Any additional or related comments should be made on the backside of the sheet.

Your position ____.

1. In my estimation, last night's preparation for today's "Dialogue" was:

   Very well spent_____Too disorganized_____A rush job_____Less than expected_____.

2. My activity in last night's meeting was:

   Minimal_____Far above average_____Worthwhile to everyone_____Apparently overlooked today_____.

3. In my view, last night and today's sessions were:

   Definitely related_____Not at all alike_____Too abstract_____Too much the same_____.

4. I think that out meeting last night was_______________, when compared with today's actual exchange.

   Too unstructured_____Far too inadequate_____Somewhat lacking_____I have no Thoughts about this_____.

5. From last night to today's meeting, my idea of a "Model Employment Service Office" has:

   Become more concrete (realistic_____Changed from a vauge idea to a plan_____

   Lost most of its impact_____Stayed the same_____.

6. One month from now, the ideas and plans (regardless of great importance) which I gained from this program:

   Will probably be in partial operation_____Will be "shot down" by my supervisor(s)_____Will have become more realistic_____No comment_____.

7. Regardless of outcome, in today's Consultant-Participant Dialogue:

   The Consultants ran the program_____The Consultants helped us all to run the program_____Too many private problems were dominant_____We were not well prepared_____.

8. I tried____________________to understand the problems and viewpoints of other participants and consultants.

   In vain_____Very hard_____Very little_____But was unable_____.

9. Some of the ideas brought up and talked about in our meeting(s) today are:

   MY IDEA of progress_____Still not clear to me_____Unrealistic for me to consider_____Just now making sense to me_____.

10. Although I didn't expect such to happen today:

    I was taking more initiative_____I saw myself in a slightly more effective position_____I was able to understand (or solve) the problem of putting many ideas together_____I was unable to retain my previous interest_____.

11. My own evaluation of this afternoon's program is:

12. In this consultant evaluation, as above, briefly write your evaluation of our three consultants:

    Ken Hayes:

Sig Halldorson:

Gus Hahn:

13. Forgetting the other participants for a moment, I personally felt_____ _________________during the first hour or so of today's meeting.

Unprepared and anxious_____Disappointed_____Quite confident_____Eager for the pace to change_____Irritated at certain participants_____.

14. What changes or cuts would you make in this afternoon's program for use in Program III? Please complete this item (3 or more sentences.)

APPENDIX XXII

Post-Session Evaluation Forms

Program III

1. "Creative Communication", March 19, 1968
2. "Creative Service to Employers", March 20, 1968
3. "The Applicant: His View of the Employment Service", March 22, 1968
4. "Creative Service to Applicants", March 26, 1968
5. "Model Employment Service", March 28, 1968

POST-SESSION EVALUATION

March 19

Name______________________________ Position_________________ Sex______

1. Were the instructions and the tasks to be accomplished in last night's workshop clear and understandable?

   yes_____ no_____

2. Were the goals of the workshop accomplished?

   yes_____ no_____

3. Did anything "really new" or stimulating stick with me from today's session? if yes, what?

   yes_____ no_____

4. I would rate my contribution(s) to last night's workshop as:

   no contribution_____of little value_____of moderate value_____

   of above average value_____outstanding_____

5. What changes, if any, would you make in the evening workshops so as to have better "Dialogues - Consultants and Participants"?

6. I could have contributed more during the "Dialogue - Consultants and Participants" session if ______________________________

7. Please evaluate the value of this afternoon's session on the scale below. Place an "X" on the line at the place which best indicates your estimate,

   I____I
   of no value — very important and productive

8. Please list 2 or 3 significant points of value or ideas learned during this afternoon's "Dialogue".

9. The biggest trouble spot in last night's workshop was:

10. Please give brief evaluations of this afternoon's consultants:

Mr. Art Roehlke

Mr. John Meystrik

POST-SESSION EVALUATION

March 20, 1968
and March 21, 1968

1. Last night's "Workshop" was (mark all that apply)

   _______ much better organized.

   _______ no more productive than Monday's session.

   _______ not related to the real issues.

   _______ a very productive session.

2. My understanding of Employers' requirements and needs has increased greatly during today's "Dialogue" as a result of (mark all that apply)

   _______ having knowledgeable consultants.

   _______ last night's preparation.

   _______ my own ability to listen.

   _______ participant's effort to clarify problems.

   _______ mutual attempts to communicate by consultants and participants.

3. My attempts to understand the feelings and attitudes of the consultants

   _______ were not very successful.

   _______ were certainly worth the effort.

   _______ seemed to backfire.

   _______ payed off in better understanding.

   _______ a waste of time.

4. Rate each of the following in importance of contribution by placing an "X" in the appropriate place on the continuum scale after each item.

   A. Myself

I————————————————————————————I
most least

B. Staff

I————————————————————————————I
most least

C. Other participants

I————————————————————————————I
most least

D. Consultants

I————————————————————————————I
most least

5. I would have taken a more active part in this afternoon's "Dialogue," if (mark all that apply)

_______ the session had been better organized.

_______ I had been able to understand the major problem (issue).

_______ I had been asked.

_______ certain participants had given me the chance.

_______ something worthwhile had been brought up.

6. What changes, if any, would you make in last night's "workshop?"

7. What changes, if any, would you make in today's "Dialogue?"

8. What do you believe was the most important point or idea brought up in today's session? Please explain.

9. Briefly give your evaluations of this afternoon's consultants:

Mr. Paul Custer

Mr. John Weaver

Mr. Clair Schroeder

POST-SESSION EVALUATION

March 22, 1968

1. Compared to Tuesday's and Wednesday's sessions, this afternoon's "Dialogue Consultants and Participants" impressed me as (mark all that apply)

_______ being more to the point.

_______ not being as well organized.

_______ being less concerned with practical problems.

_______ a total waste of time.

_______ being the best session so far.

2. I think that today's session could have been improved by (mark all that apply)

_______ having an organized format.

_______ placing less emphasis on problems.

_______ giving the consultants more guidelines.

_______ having more consultants

_______ none of the above.

3. My participation in today's session was (mark all that apply)

_______ worthwhile to me and other participants.

_______ less than usual.

_______ apparently of no value.

_______ such that I learned a great deal about applicants.

_______ not as active as I had expected.

4. Today's consultants were (mark all that apply)

_______ used effectively by participants.

_______ quite good for our purposes.

_______ not able to understand our points of view.

_______ able to give us some good insights into applicants' experiences.

_______ not very good choices.

5. My overall satisfaction with this program for the last three to five days has been

_______ consistently high.

_______ low at first, but getting better.

_______ fairly low.

_______ moderate throughout.

_______ steadily decreasing.

6. Were there any problems or trouble spots in today's session? If so, please describe.

7. Would you like to see more sessions like the one today used in this program?

8. Please list what you feel were the most important points or issues raised in this afternoon's session?

9. What changes, if any, would you make in today's session?

10. Please give brief evaluations of today's consultants:

POST-SESSION EVALUATION

Tuesday, March 26

1. This afternoon's "Dialogue" impressed me as being (mark all that apply)

_______ a worthwhile exchange of information.

_______ too unorganized.

_______ our best session so far.

_______ too concerned with feelings.

_______ well focused on the real issues.

2. My personal estimation of yesterday's field work activity is that (mark all that apply)

_______ it enabled me to experience what an applicant goes through.

_______ it was the best component of this program.

_______ it was too threatening to most participants.

_______ the whole thing was a waste of time.

_______ it was just what we all needed.

3. The goals of today's "Dialogue" were

_______ well accomplished.

_______ not clearly stated.

_______ only touched on.

_______ only partially accomplished.

_______ accomplished, but they are of little value.

4. My personal contribution to today's session was (mark all that apply)

_______ only of moderate value.

_______ below average.

_______ higher than I would have expected.

_______ about average.

_______ outstanding.

5. Do you feel that anything went wrong in today's session?

_______ yes _______ no

If so, what was it, and how would you correct it?

6. What do you believe was the most important point to come out of today's session?

7. Do you feel that today's consultants were used adequately?

_______ yes _______ no (how could they have been used better)

8. Has your view of applicants been altered or changed in any way as a result of Friday, Monday, and today's activities?

9. What changes or modifications would you make in yesterday's "Workshop" or today's "Dialogue?"

10. Please give brief evaluations of today's consultants:

Jane Berry

Phyllis Johnson

Walter Williams

11. Other comments:

Name ______________________________ Position ______________________

POST-SESSION EVALUATION

Thursday, March 28

Name____________________________ Position________________________

1. Please give a brief evaluation of Mr. Ray Williams.

2. Were you satisfied with the way last night's "workshop" turned out?

   Why?

3. What do you believe was the most important idea or plan discussed this afternoon?

4. Were the ideas, plans, and suggestions made last night and today realistic?

   Please explain.

5. Give brief evaluations of today's consultants:

   Fred Featherstone

   Gus Hahn

   Ken Hayes

APPENDIX XXIII

Revised Final Program Evaluation Form

Programs III and IV

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

FINAL PROGRAM EVALUATION

This has been a new kind of program and we need to know how successful it has been in meeting the needs of Employment Service Employees. Since no one knows better than you how well this program has served in meeting your needs and problems you are asked to make a complete and critical evaluation of each of the items below. Your cooperation is very much appreciated.

1. What do you feel were the main objectives of this training program?

2. Were these objectives achieved or not?

3. What do you feel was the most important or valuable aspect of the program?

   Why?

4. What do you feel was the least important or valuable aspect of the program?

   Why?

5. Did you find the staff members

   easy to work with?

   well organized?

6. Did you find the consultants

   well qualified?

   easy to work with?

7. Did the program have proper emphasis?

8. Did these program sessions have adequate organization?

9. Would you participate in a similar program?

Why?

10. How did you feel about the amount of time spent during workshops?

during "Dialogues"?

11. If a follow up program were to be arranged, how long after this program would you want it?

____ 1 month ____ 3 months ____ 5 months ____ 8 months ____ other

12. Were you satisfied with your accomodations at:

The Aladdin?

The Sheraton-Elms?

13. What do you believe was the most valuable thing you learned during this program?

14. Please give brief evaluations of the below listed components of this program:

WORKSHOPS:

CONSULTANT-PARTICIPANT DIALOGUES:

FIELD WORK ACITIVITY:

GROUP PROCESS:

15. What major suggestion(s) would you make to increase the quality of the next program (starts next month) ?

Name ____________________ Position ____________________

APPENDIX XXIV

Follow-Up Program Evaluation Form

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

Conducted by
the Division for Continuing Education
University of Missouri at Kansas City

Follow-Up Evaluation

Name ______________________________ Position ______________________

1. **What questions have you been asked in regard to the training program by:**

   (a) your local office manager

   (b) your immediate supervisor

   (c) supervisors other than your immediate supervisor

   (d) your colleagues

   (e) others

2. What were the reactions of the above to your answers?

3. Have you presented any of the ideas obtained in the program to your managerial staff? If so, what were these ideas and what were the reactions you received?

4. Have you had any ideas on how to improve services since you arrived home from Kansas City? If so, what are the ideas?

Have you communicated these ideas to anyone? If so, whom and what reactions did you receive?

5. Are your perceptions of the operations in your office different? If so, how are they different?

6. Is your relationship with your managerial staff different? If so, how?

7. Is your relationship with your colleagues different? If so, how?

8. Is your relationship with employers different? If so, how?

9. Is your relationship with applicants any different? If so, how?

10. Have you corresponded with any of the other participants? If so, who?

11. After having been back in the office for a period of time, have you given the program enough thought to state what you feel was the most valuable portion of the program?

12. What are your thoughts at the present time in regard to Group Process?

13. Have you changed your duties, or the way in which you carry out your duties since you arrived back in the office from the training program?

    (a) If so, was this a result of the training program?

    (b) If it was not a result of the training program but a change occured, please explain.

14. Have you formulated any ideas you would like to have passed on to:

(a) participants of the session you were a member of

(b) participants in following sessions

(c) Employment Service personnel in State or Regional Offices?

(d) the project staff

15. Do you have any suggestions for future programs?

16. Other Comments

APPENDIX XXV

Follow-Up Trainee Interview Items: Part One

Trainee Follow-Up Interview: Part One

The "positive" and "negative" signs applied to trainees' responses to 36 of the 39 items in the Follow-Up Interview represent relative values assigned to the direction of responses for each item. This scoring procedure is not absolute in any sense, but represents the value of the response in terms of Project objectives and goals. Hence, if a respondent states he "always" or "usually " feels he can talk effectively with applicants, the responses are scored "positive", and conversely. Taking employers' problems into account "to a great extent", was scored "positive", while "very little" and "not at all" was scored "negative". In each case, the content of the item in relation to Project goals and orientation determined the direction of scoring the responses. In this way, responses such as "always", "never", or "usually" could be scored positive or negative depending on the item content. Items 28, 29, and 39 were treated as "information items", and were not given positive or negative connotations.

Follow-Up Interview Items and Alternatives

1. Service to applicants should be more important than service to employers.	___strongly agree + ___agree + ----------------------------------- - - ___disagree ___strongly disagree
2. The hours during which the E.S. office is open should be changed to make it more convenient for applicants.	___definitely yes + ___in most cases + ----------------------------------- - - ___only in specific cases ___definitely no
3. To increase the quality of service, the E.S. should limit the number of applicants to be served.	___strongly agree + ___agree somewhat + ----------------------------------- - - ___disagree somewhat ___strongly disagree
4. I feel that "disadvantaged" applicants should be given special attention	___always + ___usually + ----------------------------------- - - ___sometimes ___seldom
5. My attitude toward and opinion of certain applicants prevents me from doing my best for them.	___always - ___usually - ----------------------------------- + + ___sometimes ___rarely
6. Some applicants are too offensive to work with	- ___yes - ----------------------------------- + + ___no
7. I feel that I can talk with applicants effectively.	___always + ___usually + ----------------------------------- - - ___sometimes ___rarely

8. I differentiate between "applicants" and "disadvantaged applicants".

___always
___usually
+ +

- -
___sometimes
___rarely

9. I have no problems in making an applicant feel comfortable and at ease.

___always
___usually
+ +

- -
___sometimes
___rarely

10. I try to take into account the applicant's feelings and special needs during an interview.

+ ___always +
- ---___ sometimes------------------ -
___ rarely

11. My work is affected by the applicants attitude.

- ___greatly -
+ ---___somewhat------------------- +
___very little

12. I have trouble understanding the problems of applicants with education handicaps.

- ___to a great extent -
+ ---___only somewhat------------------ +
___very little

13. I have trouble in giving "proper" and "adequate" service to H.R.D. applicants.

___always
___usually
- -

+ +
___sometimes
___seldom

14. Employers attempt to understand my efforts to encourage them to lower their hiring requirements.

___a great deal
___noticeably
+ +

- -
___seldom
___not at all

15. I attempt to understand local employers' resistance to lowering their hiring requirements.

___with much effort
___more than average
+ +

- -
___only to an extent
___not at all

16. Employers follow and act on my advice and suggestions.

___always
+ ___usually +
---___occasionally----------------
- ___rarely -
___never

17. I take the employer's problems into account when trying to serve him.

___to a great extent
+ ___partially +

- -
___very little
___not at all (minimally)

18. I try to find ways to better serve employers

___most of the time
+ ___as much as possible +

- -
___seldom
___minimally

19. Employers are honest with me.

___always
+ ___for the most part +
---___on the average--------------
- ___seldom -
___not at all

20. Visits to employers should be made when a problem arises.

___always
+ ___often +
---___occasionally----------------
- ___seldom -
___not at all

21. I am able to justify to employers a need for lowering hirimg requirements.

___always
+ ___usually +
---___occasionally----------------
- ___rarely -
___not at all

22. My supervisor does not have a practical understanding of my job.

___never
+ ___seldom +
---___occasionally----------------
- ___often -
___daily

23. My supervisor is a threat to me.

___never
+ ___seldom +
---___occasionally-----------------
- ___often -
___daily

24. Persons in the office who hold lower job titles than I hold come to me for help or advice concerning their on-the-job problems.

___never
- ___seldom -
---___occasionally---------------
+ ___often +
___daily

25. I have informal in-office contact with personnel who hold higher job titles than I hold.

___never
- ___seldom -
---___occasionally---------------
+ ___often +
___daily

26. Fellow employees are willing to help me out when I am overloaded and they have time to do so.

___never
- ___seldom -
---___occasionally---------------
+ ___often +
___daily

27. My colleagues receive personal satisfaction from their jobs.

___never
- ___seldom -
---___occasionally---------------
+ ___often +
___daily

28. I am prevented from doing my best by bureaucratic rules, regulations, and red tape.

- ___yes -

+ ___no +

29. Most training offered Employment Security is useless and a waste of time.

___yes
___no (Information)

30. My colleagues are an integral part of the Employment Security Team.

___never
- ___seldom -
---___occasionally---------------
+ ___often +
___always

31. I am an integral part of the Employment Security team.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

32. My manager is an integral part of the Employment Security team.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

33. My manager and I have a good relationship.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

34. I am satisfied with the consideration my manager gives to my ideas.

___never
___seldom
∓--___occasionally--------------∓---
___often
___always

35. I go to persons who hold the same job title as I hold for help or advice concerning my job problems.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

36. I go to persons who hold lower job titles than I hold for help or advice concerning my job problems.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

37. I go to persons who hold higher job titles than I hold for help and advice concerning my on-the-job problems.

___never
___seldom
∓--___occasionally--------------∓--
___often
___always

38. When I have time I try to help out a colleague who is overloaded with work.

___never
___seldom
∓--___occasionally---------------∓--
___often
___always

39. The Employment Service needs to up-grade its supervisory and administrative personnel.

___yes
___no (Information)

APPENDIX XXVI

Data Summary for Follow-Up Trainee Interview: Part One

Results: Follow-Up Trainee Interview--Part One

	Item Number						
Program Number	1	2	3	4	5	6	7
	+ -	+ -	+ -	+ -	+ -	+ -	+ -
1	7 2	3 6	4 5	8 1	8 * 0	6 * 2	9 0
2	7 5	4 * 7	4 * 7	10 * 1	10 * 0	7 * 3	10 * 0
3	6 * 4	4 * 5	10 * 0	8 * 2	10 * 0	5 * 4	8 * 1
4	5 * 7	5 9	10 * 2	8 * 3	14 0	7 * 4	12 * 1
Total	25 18	16 27	28 14	34 7	42 0	25 13	39 2

	8	9	10	11	12	13	14
	+ -	+ -	+ -	+ -	+ -	+ -	+ -
1	5 * 3	6 3	7 * 1	3 * 2	1 * 6	0 9	7 * 1
2	2 * 6	5 * 4	4 * 5	4 * 2	5 * 0	5 * 3	6 * 3
3	6 * 4	6 * 3	8 * 0	1 * 3	6 * 0	7 * 1	2 * 5
4	3 * 8	9 * 4	11 * 0	2 * 3	8 * 4	12 * 0	6 * 3
Total	16 21	26 14	30 6	10 10	20 10	24 13	21 12

	15	16	17	18	19	20	21
	+ -	+ -	+ -	+ -	+ -	+ -	+ -
1	6 * 2	5 * 0	9 0	7 2	6 * 0	9 0	5 * 0
2	9 * 1	4 * 1	7 * 0	7 * 0	8 * 1	8 * 1	5 * 0
3	7 * 0	1 * 0	8 * 1	6 * 0	7 * 0	9 * 0	3 * 0
4	10 * 2	2 * 1	9 * 0	7 * 1	9 * 1	9 * 0	7 * 0
Total	32 5	12 2	33 1	27 3	30 2	35 1	20 0

*Asterisk indicates that not all trainees who were interviewed responded to this item.

Item Number

Program Number	22	23	24	25	26	27	28
	+ -	+ -	+ -	+ -	+ -	+ -	Yes-No
1	5 * 2	7 * 0	1 * 0	8 * 0	3 * 1	4 * 2	5 * 3
2	5 7	11 * 0	4 * 1	9 * 0	10 * 0	8 * 0	6 * 4
3	7 * 2	7 * 0	4 * 2	6 * 1	7 * 1	4 * 1	5 * 4
4	11 3	11 * 0	7 * 0	10 * 1	9 * 0	7 * 1	7 * 5
Total	28 14	36 0	16 3	33 2	29 2	23 4	23 16

	29	30	31	32	33	34	35
	Yes-No	+ -	+ -	+ -	+ -	+ -	+ -
1	2 * 6	6 * 0	6 * 0	6 * 0	9 0	4 * 2	1 * 3
2	7 * 2	9 * 0	7 * 0	8 * 0	6 * 0	8 * 0	7 * 1
3	1 * 6	7 * 1	6 * 0	6 * 0	8 * 0	6 * 0	3 * 2
4	3 * 9	11 * 2	9 * 0	10 * 1	12 * 0	10 * 0	6 * 1
Total	13 23	35 3	28 0	30 1	35 0	28 2	17 7

	36	37	38	39
	+ -	+ -	+ -	Yes-No
1	1 * 4	6 * 0	6 * 1	7 * 1
2	2 * 3	5 * 1	8 * 0	7 * 3
3	2 * 2	4 * 0	7 * 2	7 * 3
4	2 * 2	3 * 1	12 * 0	13 * 0
Total	7 11	18 2	33 3	34 7

5

APPENDIX XXVII

Follow-Up Trainee Interview: Part Two

Program Evaluation Items

Follow-Up Trainee Interview: Part Two

Program Evaluation Items

___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	1. I like the idea of having a mixture of E. S. personnel from different classifications.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	2. A mixture of E. S. personnel from different classifications makes possible information exchange not possible otherwise.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	3. A mixture of workers from different classifications causes problems that would not exist otherwise.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	4. I think that managers should be included in the mixture.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	5. I don't feel that I should have been included as a participant.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	6. My colleagues would have gained more from the program than myself.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	7. I feel positively toward the consultant sessions.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	8. Better consultants could have been acquired.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	9. The applicants used in the applicant-consultant session were atypical.

10. The construction of a model agency was a useful endeavor

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

11. More emphasis should have been placed on how to use the information we received.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

12. This program needs a great deal of improvement

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

13. The staff did not function very well.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

14. The staff should have a better idea of what they are trying to accomplish.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

15. The staff should have participated to a greater extent than they did.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

16. The group process consultant should have participated in the overall program to a greater extent

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

17. The group process consultant appeared to perform his job adequately.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

18. The week-end sessions were a good idea.

___strongly agree
___slightly agree
___uncertain
___slightly disagree
___strongly disagree

___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	19. More training activities should have been scheduled for the weekend
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	20. The change in location for the weekend sessions was a good idea.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	21. The time allocated for group process was about right.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	22. I feel positively toward group process.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	23. Group process had something to offer me.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	24. Group process had something to offer the other participants.
___strongly agree ___slightly agree ___uncertain ___slightly disagree ___strongly disagree	25. Group process has something to offer my colleagues

APPENDIX XXVIII

Analysis Summary of Follow-Up Program Evaluation Interview Data

Analysis Summary of Follow-Up Program Evaluation Interview Data

Item-Alternatives		Training Session				Alternative Frequencies	Percent of Total
		I	II	III	IV		
1.	St. A.	8	9	11	10	38	83
	Sl. A.	1	2	1	3	7	15
	Unc.				1	1	2
	Sl. D.					0	
	St. D.					0	
2.	St. A.	7	8	9	12	36	78
	Sl. A.	2	1	3	1	7	15
	Unc.					0	
	Sl. D.		1		1	2	4
	St. D.		1			1	2
3.	St. A.	2		2	1	5	5
	Sl. A.	2	2	2	1	7	16
	Unc.	1	1	2	1	5	11
	Sl. D.	2		4	2	8	18
	St. D.	2	7	2	8	17	39
4.	St. A.	5	5	8	7	25	53
	Sl. A.	3	4	1	3	11	23
	Unc.			1	2	3	6
	Sl. D.			1	1	2	4
	St. D.	1	2	2	3	6	13
5.	St. A.					0	0
	Sl. A.			1		1	2
	Unc.		1	1	1	3	7
	Sl. D.	1		2	4	7	16
	St. D.	8	9	8	9	34	76
6.	St. A.					0	0
	Sl. A.	2	4	5	3	14	32
	Unc.	3	1	3	3	10	23
	Sl. D.	3	1	3	3	10	23
	St. D.	1	4	1	4	10	23
7.	St. A.	7	6	6	8	27	60
	Sl. A.		3	4	5	12	27
	Unc.	1	1	1		3	7
	Sl. D.			1		1	2
	St. D.	1			1	2	4

Item-Alternatives	Training Session				Alternative Frequencies	Percent of Total
	I	II	III	IV		
8. St. A.					0	0
Sl. A.	2	3	4	2	11	26
Unc.	2	3	3	4	12	28
Sl. D.	2		3	3	8	19
St. D.	3	4	2	3	12	28
9. St. A.		1	6	2	9	23
Sl. A.	2	3	3	2	10	25
Unc.		1	1		2	5
Sl. D.	1	1		2	4	9
St. D.	6	2		8	16	40
10. St. A.	5	5	5	10	25	56
Sl. A.	1	4	6	4	15	33
Unc.	2				2	4
Sl. D.	1	1	1		3	7
St. D.					0	0
11. St. A.	4	1	5	2	12	30
Sl. A.	2	2	4	2	10	25
Unc.	1		2	2	5	13
Sl. D.		7			7	18
St. D.	2		1	3	6	15
12. St. A.	3		1	2	6	14
Sl. A.		2	3		5	12
Unc.	2	2	2	3	9	21
Sl. D.		2	3	4	9	21
St. D.	3	4	1	5	13	31
13. St. A.					0	0
Sl. A.	1	1	1		3	7
Unc.	1	1			2	7
Sl. D.		1	4	2	7	17
St. D.	7	8	5	10	30	71
14. St. A.				1	1	2
Sl. A.	2		1	1	4	10
Unc.	2	2	5		9	21
Sl. D.	1	2	2	2	7	17
St. D.	4	5	4	10	23	55

Item-Alternatives	Training Session				Alternative Frequencies	Percent of Total
	I	II	III	IV		
15. St. A.					0	0
Sl. A.	1	4	5		10	22
Unc.	2		2	3	7	5
Sl. D.	1		1	3	5	11
St. D.	5	7	4	8	24	52
16. St. A.	1		2	1	4	9
Sl. A.		2	2	2	6	14
Unc.	1	2	2	4	9	21
Sl. D.	4	2	2	3	11	26
St. D.	2	3	4	4	13	38
17. St. A.	4	7	4	11	26	60
Sl. A.			6	1	7	16
Unc.		1		1	2	5
Sl. D.	2		2		4	9
St. D.	3			1	4	9
18. St. A.	5	8	3	9	25	59
Sl. A.			4	1	5	11
Unc.		1	1	1	3	7
Sl. D.	1	2			3	7
St. D.	3		2	3	8	18
19. St. A.			1		1	2
Sl. A.		2	2		4	9
Unc.	1	1	2	1	5	11
Sl. D.		3	2	2	7	19
St. D.	8	3	6	11	28	60
20. St. A.	6	7	5	10	28	64
Sl. A.	1	1	3	2	7	16
Unc.			1	1	2	5
Sl. D.	2		2	1	5	11
St. D.		1	1		2	5
21. St. A.	2	4	5	7	18	41
Sl. A.	1	3	2	4	10	23
Unc.	2	1			3	7
Sl. D.		1	3	2	6	14
St. D.	2		4	1	7	16

Item-Alternatives	Training Session				Alternative Frequencies	Percent of Total
	I	II	III	IV		
22. St. A.	3	7	8	12	30	71
Sl. A.		1	3	2	6	14
Unc.	2	1			3	7
Sl. D.			1		1	2
St. D.	2				2	5
23. St. A.	3	7	9	12	31	74
Sl. A.	1	2	2	2	7	17
Unc.	1				1	2
Sl. D.			1		1	2
St. D.	2				2	5
24. St. A.	3	7	9	12	31	74
Sl. A.	1	2	2	2	7	17
Unc.	2		1		3	7
Sl. D.					0	0
St. D.	1				1	2
25. St. A.	3	7	7	14	31	74
Sl. A.		2	5		7	17
Unc.	3				3	7
Sl. D.					0	0
St. D.	1				1	2

APPENDIX XXIX

Follow-Up Interview Guide for Supervisors

Follow-Up Interview Guide for Supervisors

1. Have you noticed any changes in ____________________ relationships with:

    a. you (Supervisor)

    b. her (his) colleagues

    c. Employers

    d. Applicants

2. What has been the direction and/or quality of this change?

3. Have you noticed any changes in ____________________ cooperation with:

    a. you (Supervisor)

    b. her (his) colleagues

    c. Employers

    d. Applicants

4. What has been the direction and/or quality of this change?

5. If you were to rate ____________________ before and after training, would you note changes in:

    a. performance

    b. job effeciency

    c. job effectiveness

    —please explain

APPENDIX XXX

Data Summary of Follow-Up Supervisor Interviews

The data contained in this Appendix represents the frequency of responses obtained in the various categories described in the text. Supervisors' responses are presented by the particular training program in which the trainee(s) from their office participated and by response category. Since discussion of the content of supervisors' various responses is presented in the text of the report, only a categorical classification of responses is used in this Appendix.

Response Categories	Training Session				
	I	II	III	IV	Total
Item I-A					
Yes	2	2	3	3	10
No	4	6	5	4	19
Uncertain	1	1	0	1	3
Other	0	0	0	0	0
Unclear	0	0	0	0	0
No Response	0	0	0	2	2
Item I-B					
Yes	2	3	5	2	12
No	3	4	2	4	13
Uncertain	2	2	1	1	6
Other	0	0	0	0	0
Unclear	0	0	0	1	1
No Response	0	0	0	2	2
Item I-C					
Yes	1	3	5	1	10
No	2	5	3	2	12
Uncertain	1	1	0	2	4
Other	3	0	0	1	4
Unclear	0	0	0	1	1
No Response	0	0	0	3	3

Response Categories	Training Session I	II	III	IV	Total
Item I-D					
Yes	3	2	4	2	11
No	4	5	2	3	14
Uncertain	0	2	1	2	5
Other	0	0	1	0	1
Unclear	0	0	0	0	0
No Response	0	0	0	3	3
Item II					
Positive Increase	2	2	5	1	10
No Change	3	4	2	6	15
Other (Uncertain)	1	1	1	0	3
No Response	1	2	0	3	6
Item III-A					
Yes	0	3	3	2	8
No	6	5	4	4	19
Uncertain	0	1	0	1	2
Other	1	0	1	0	2
Unclear	0	0	0	0	0
No Response	0	0	0	3	3

Response Categories	Training Session I	II	III	IV	Total
Item III-B					
Yes	2	3	4	2	11
No	4	4	3	2	13
Uncertain	1	2	0	1	4
Other	0	0	0	1	1
Unclear	0	0	0	2	2
No Response	0	0	0	3	3
Item III-C					
Yes	4	2	2	2	10
No	2	5	5	4	6
Uncertain	0	1	1	1	3
Other	0	0	0	0	0
Unclear	0	1	0	0	1
No Response	1	0	0	3	4
Item III-D					
Yes	2	3	5	3	13
No	2	5	3	2	12
Uncertain	1	1	0	2	4
Other	0	0	0	0	0
Unclear	1	0	0	0	1
No Response	1	0	0	3	4

Response Categories	Training Session I	II	III	IV	Total
Item IV					
Positive Increase	4	3	4	3	14
No Change	2	4	1	5	12
Other (Uncertain)	1	1	3	2	7
No Response	0	1	0	0	1
Item V A. Performance					
Increased	4	4	5	5	18
Decreased	0	0	0	0	0
No Change	3	4	3	2	12
Unqualified Change	0	1	0	2	3
No Response	0	0	0	1	1
B. Job Efficiency					
Increased	2	4	4	3	13
Decreased	0	0	0	0	0
No Change	5	5	4	7	21
Unqualified Change	0	0	0	0	0
No Response	0	0	0	0	0
C. Job Effectiveness					
Increased	4	4	4	3	15
Decreased	1	0	0	0	1
No Change	2	5	3	4	14
Unqualified Change	0	0	0	0	0
No Response	0	0	1	3	4